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ABSTRACT

This report was written in answer to an inquiry of the International Bureau of Education (IBE). It attempts to answer the questions presented in the IBE questionnaire from the point of view of history, policy making and implementation, and to relate educational activities to pertinent research. As required by the IBE, the survey was limited to the primary and secondary levels of education, excluding higher education; also, as required, attention was focused only on those aspects of the problem that fall within the domain of the educational authorities. The report is based on published documents, scientific articles and research reports. It describes the educational trends in the State of Israel over three decades. In the first decade, educational policy dealt with problems of a quantitative nature. The second decade was devoted to raising the level of education of the deprived segments of the population. The goal of the third decade will be to raise the standard of the whole educational system. (Author/BW)

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THE SOCIAL BACKGROUND OF STUDENTS AND THEIR PROSPECT OF SUCCESS AT SCHOOL

(reply to IBE questionnaire Q/70/1)

Report written by

Shoshana Kaniel

ISRAEL

January 1971

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ISRAEL
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PART A: GENERAL POLICY

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FOREWORD

This report was written in answer to the inquiry of the International Bureau of Education (IBE/Q/70/1) on the subject, "The Relationship between Social Background and the Student's Prospect of Success at School." It attempts to answer the questions presented in the questionnaire from the points of view of history, policy making and implementation, and to relate educational activities to pertinent research.

As required by the IBE, the survey was limited to the primary and secondary levels of education, excluding higher education; also, as required, attention was focused only on those aspects of the problem that fall within the domain of the educational authorities. The following areas of educational activity have been excluded:

a. Extra-curricular Activities.

   Only extra-curricular activities directly related to the academic program have been discussed.

b. Special Education.

   Since this problem is not directly connected to the issue at hand, two reports on special education, which were furnished as replies to Unesco questionnaires, should be sufficient.

   1. Questionnaire on the Legislation Concerning Special Education of Handicapped Children and Young People (Unesco Document EDV/28/50).

   2. Questionnaire on the Present Situation of Special Education (Unesco Document ED/WS/151).

c. Education Within the Framework of the Kibbutz System.

   The Israel collective farm movement has developed a unique system of education, which has been the subject of numerous discussions and studies. Because of its philosophy of egalitarianism, equal opportunity for all is basic to the movement, and the problem of disadvantage is almost non-existent in the kibbutz.

The report is based on published documents, scientific articles and research reports. It could not have been comprehensive without the

helpful cooperation of the Ministry of Education and Culture, the National Commission for Unesco, the Henrietta Szold National Institute for Research in the Behavioural Sciences, and those poeple involved in research in the Universities, who furnished relevant information on ongoing projects not available in print.

I. HISTORICAL BACKGROUND

A. Before 1948

Before 1948, the educational system in Palestine operated under the British Education Ordinance of 1933. This Ordinance recognized the existence of two public systems of education:

1. The Arab system. This system was established, maintained, and financed directly by the Government of Palestine.

2. The Hebrew system. This system was established by the "Va'ad Leumi," i.e., the Jewish National Council, at the beginning of the twentieth century and was financed by self-imposed taxation, school fees, and a government grant. It was formally supervised by the Government of Palestine. The same Ordinance also defined the term "school" and empowered local authorities to maintain schools in the areas of their jurisdiction. This Ordinance served later as the basis for educational legislation in the State of Israel.

The Hebrew educational system was Zionist-oriented, promoting Hebrew as the national language as well as Jewish history and tradition.* Its theoretical framework was shaped by the interaction of nationalistic feelings and Jewish tradition as well as by European philosophical ideals and educational methods.

B. After 1948 and the Establishment of the State

From the beginning, the State of Israel found itself under the pressure of large waves of immigration. The mass immigration of European Jews, survivors of the Holocaust, on the one hand, and the entire communities of Jewish refugees from Arab-speaking countries, on the other, increased the school population by as much as 500 per cent.

The immigrants presented not only a numerical difficulty, but also a variety of psychosocial as well as economic problems. Traumatic experiences and emotional problems of the Holocaust survivors had to be considered in the absorption process. Differences in mentality, cultural and educational background of the immigrants from Afro-Asian countries meant further readjustment of the social system. If before 1948, 85%

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* For a more detailed historical background, see Unesco, World Survey of Education, Vol. V, the chapter on Israel.

of the immigrants came from Europe and America and 15% from the Afro-Asian countries, from 1948 to 1953, Afro-Asian immigration rose to 50% of the total.

This report will for the most part be concerned with the forceful impact of the educational system in its attempt to deal with this social situation. The system in fact is characterized by two features which have been of immense importance in this process: dynamism and a resourceful flexibility. These qualities can be seen in the readiness to change educational theories as well as teaching methods and curricula, the openness to research and criticism, the awareness of rising problems and a desire to cope with them. Following is a brief outline of a number of basic problems faced by the educational system and the solutions provided on the levels of both policy and operation.

(a) A heterogeneous population.

As a State absorbing immigrants from more than seventy countries, Israel faces the problem of great variety both in adult and school population. This variety manifests itself in basic patterns of behaviour, family structure (parental role, etc.), traditional customs and cultural-educational orientation, e.g., contrasting attitudes to the role of women, particularly in relation to the education of European Jews and Afro-Asian Jews.

An extreme example drawn from the problems created by the heterogeneity of the society may be presented by two groups of the population: the first, professionals immigrating from English-speaking countries (mainly from the United States) with an upper-middle class background; the other, a community transferred from the caves of the Atlas Mountains, from a low-income class, with no professional skills and limited means of earning a livelihood. What these two groups have in common is a Jewish religious tradition (although the customs differ in many ways), a consciousness of Jewish identity, and a desire, even if often for different reasons, to live in the State of Israel. Another unifying factor has been the military threat to the existence of Israel, a threat which carries its impact into all areas of life.

The goal of the educational system is to "bridge the gap" between different groups of the population. This is especially difficult as it has meant integrating, socially and educationally, people who are in the main foreign-born. Raising the educational level of the more backward population while maintaining an already high standard of education for other segments of the population is the basic problem with which Israel is confronted.

(b) A large "culturally deprived" population.

The term "culturally deprived" as it is used in this report refers to those children who, because of the limitations imposed by their socio-economic background, are not able to achieve an educational level in accordance with their intellectual potential. These children, in general, function below the average level of achievement of the country.

(c) The country's desire and need for immigration.

As immigration is a continuous and vital process in Israel under the Law of Return*, a functional educational system must be capable of successfully adapting newcomers to their new environment in as short a time as possible. A continuous process of adaptation in areas of language learning, cultural tradition and behavioural patterns prevails in the country. This is a process which quite often is similar to one of re-education.

(d) The standard of education.

For the development of the state and the individuals within it, it is absolutely necessary that Israel create and maintain a high standard of education for its entire population. Not only will this allow the individual to fulfil his own potential, it will also ensure Israel of the sound economic development and technological advancement so necessary to its existence.

II. GOALS AND POLICIES OF THE NATIONAL EDUCATIONAL SYSTEM.

The Ministry of Education and Culture, created soon after the establishment of the state, has had the responsibility for the national educational system. Education was and still is seen as a very important factor in shaping Israeli society. The role of the educational system

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* This is a Law which allows any Jew automatically to become an Israel citizen by the act of immigration to the country.

is prescribed by the national goal of absorbing all immigrants, whatever their country of origin, in order that a unified nation may be created.

In addition to the 1933 Education Ordinance of the Government of Palestine*, the major legislation regarding education includes the following:

a. Compulsory Education Law, 1949.

This law, making education compulsory and free for all children from five to thirteen (inclusive), was passed by the Knesset (Parliament) in September, 1949. The law imposes the duty to register all children in "recognized schools," (those where the language of instruction is Hebrew and those where it is Arabic) for one year of kindergarten and eight years of primary school. It is illegal for a child in Israel not to register for or attend school.

For the Arab population, the Compulsory Education Law meant a revolution in educational tradition; only 65% of the boys and 15% of the girls had attended schools before its enactment. A similarity in the proportion of Jewish boys and girls of Afro-Asian origin, attending schools existed as well.

With the passing of the law, the process of decentralization of the educational system began. The responsibility for the maintenance of primary schools and kindergartens is shared by the state and the local authorities, through the local education committees. The practice has been to allow the municipalities more initiative in school administration, while the responsibility for designing of curriculum, teaching methods, and supervision is retained by the central authority.

The law greatly affected the kindergarten system, especially for five-year olds. This system was previously the domain of voluntary organizations and served mainly the lower economic groups of the population and the development areas. Those organizations (Wizo, Pioneer Women, Mizrahi, etc.) accomplished a great deal through their pioneering activity, but a comprehensive state system needed to be created that was not based on voluntary effort.

b. The State Education Law of 1953.

This law states that the Ministry of Education and Culture has responsibility for the supervision of all primary and post-primary education (public or private). Even private schools, which

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*See above, p. 1.

are not under the auspices of the Ministry but are recognized by it, must accept 75% of the official curriculum. The law recognized two types of schools, "state schools" - Arab public schools became "state schools," with Arabic as the language of instruction - and "state religious schools,"* with parents having the right to choose between them.

The policy of the State Education Law refers explicitly to the primary school system, but is actually accepted by the post-primary school system as well. About 83% of primary school graduates continue their education. There are five different types of post-primary schools: academic, vocational and technical, agricultural, maritime, and comprehensive. Insufficient economic means do not prevent the pursuit of further education; post-primary education in relation to the culturally deprived will be discussed in detail in a further chapter.

A special provision extends the application of the 1949 and 1953 laws to fourteen-to-seventeen year olds who are working and have not finished primary school, making it compulsory for them to attend night school.

c. <u>The School Reform, 1969</u>.

The most recent change in government policy has been in the area of reform of the school system. The government has continually been aware of the importance of education in a modern society and realized that the post-primary school system was not adequate to deal with integrating such a diverse population. This led to the appointment of two committees to examine the need for, and possibilities of, extending the free compulsory education law. On the 29th of July, 1968, the Knesset (parliament) accepted the recommendations of these committees, and a decision was taken which resulted in the acceptance of a program known as The Reform. Enactment of the Reform began in the 1969-70 school year. It included the following provisions:

- Changes in the structure of primary and post-primary education from the present 8 + 4 system to the 6 + 6 system, the 6 year post-primary school being composed of a 3 year intermediate section known in Hebrew as "Hativat Ha-Beynayim"** (grades 7, 8, 9), and a 3 year upper section, the intermediate section to be non-selective. "All graduates of grade 6 of primary school shall pass on to grade 7."***

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*Before the Law, four trends existed.

**See Appendix II.

***Section 3 of the Recommendations of the Parliamentary Committee for Investigating the Structure of Elementary and Post-Elementary Education in Israel.

- Continuation of education in the upper section to be open to all graduates of the intermediate section;

- The intermediate section to be a period of follow-up and observation of pupils, enabling study of their aptitudes and interests; and creating an opportunity for pupil guidance and parent counselling concerning further education in the upper section of the post-primary school system;

- Separation into different scholastic streams to take place only in the upper section (grade 10).

The committee recommended the comprehensive school as its first choice over any other organizational pattern for post-primary education. It also recommended that the local authorities play an important role in the implementation of The Reform (i.e. further decentralization), and specified the need for basic changes in teacher training to meet the needs of The Reform.

The Reform's goals are further to raise the standard of instruction, scholastic and educational achievement and to reduce the gap in the educational achievement among the different segments of the population. This would provide a better opportunity for social and economic integration through the educational institutions.* In this function, The Reform can be seen as a preventive measure directed towards benefitting those children in "need of nurture".** It will be further discussed in this context in the chapter on primary education.

Implementation of The Reform means a revision of the curriculum and teaching methods, and the provision of new programs. It also means rezoning the school areas so that each school will draw its pupils from different areas, thus ensuring that pupils differing in ethnic origin and socio-economic background will study and interact with each other in the same school.

An amendment to the Compulsory Education Law was enacted at the same time as The Reform, providing for an extension of compulsory education for the 14-15 and 15-16 age groups. This will become effective for the first group in 1972 and for the second group in 1975.

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*Recommendations of the Parliamentary Committee..., 1968, section g (23).

**This is a literal translation of the Hebrew term for "disadvantaged." See pp. 9, 13 for clarification.

III. THE ETIOLOGY OF THE "CULTURALLY DEPRIVED".

The years since the Second World War have brought about a basic change in the philosophy of education. Education is no longer a privilege of a small elite segment of the population, but rather the right of every child. Because of this expansion of education, the lower and the lower-middle classes have been included in the educational system, thus creating a variety of new educational problems.

Because it is clear that time spent in school does not necessarily result in the development of the abilities of underprivileged children, enrichment programs to deal with this problem were initiated. These have not been successful over a long period of time and the educational deficiency of the culturally deprived is evident in primary school. In Israel, it is apparent that the academic ability gap between children of a Western cultural tradition and children of Afro-Asian cultural tradition is magnified in the school setting. It is thus necessary to examine the causes of school failure of the culturally deprived in an attempt to discover what kind of compensatory education would aid in closing the educational gaps.

Three factors presented in the literature as typical of the culturally deprived or lower socio-economic classes will be discussed very briefly.

a. Background of poverty.

b. Lack of experience and consequent deficiency in basic cognitive processes.

c. Poverty of language.

a. <u>Background of poverty</u>.

The term "culture of poverty" coined by F. Reissman* is not limited to material poverty and economic deprivation, but includes all the social and emotional results of growing up within the conditions of poverty. The lower-class parents hold a somewhat fatalistic attitude towards life, have an extremely pragmatic point of view, and are anti-intellectual. Their lack of ability to help the child develop intellectually and emotionally, and to see the importance of working towards future goals even when present rewards are minimal, do not help the child to be motivated towards achievement in school.

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*F. Reissman, Mental Health and the Poor. Free Press of Glencoe, N.Y. 1964.

b. Lack of experience.

Material poverty can result in lack of perceptual, motoric and manipulative experiences. The mother of the culturally deprived child often works outside the house or is busy with the child's many brothers and sisters. Because of this, the child may never participate in the kind of verbal or play interaction which develops his ability to function cognitively.

This environmental deprivation affects the development of the child's cognitive and psycho-motor abilities, resulting later in a lack of ability to function at a higher level of mental processes (of categorization and conceptualization, for example) which is necessary for achievement in academic areas.

c. Poverty of language.

Language patterns of lower class children also affect their ability to function in the school setting. Most verbal interaction takes place on a very concrete level and does not develop the ability to abstract which is necessary in effective intellectual functioning.

In Israel the language problem is intensified by the fact that not only do these children come from underprivileged homes where the parents' first language is impoverished, but also their knowledge of Hebrew is extremely limited. The children are thus forced to be bi-lingual and often do not know either language satisfactorily.*

Research results in many countries attest to quantitative differences in intellectual performance between middle class and lower class children. In Israel, middle class children tend to be those whose parents immigrated to Israel from Europe or the United States, or whose families have been in Israel for several generations, and lower-class children are predominantly those whose parents immigrated from the Middle East or North Africa. This brings up the debate which is still raging, particularly in the United States, of qualitative differences in intellectual abilities. Without entering, in detail, into the problems here, it is necessary to state that, should such qualitative differences be proved to exist finally, then perhaps different kinds of compensatory education from those attempted until now, will need to be discovered and put into practice. Another point that needs to be further clarified is whether different sections within the group considered culturally deprived need to have compensatory programs suited specially to their needs or whether general kinds of enrichment and rehabilitative programs are adequate for the whole group.

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*For statistical information pertaining to the knowledge of Hebrew among the different segments of the population, see Part C of the questionnaire.

Israel's attitude towards the groups within its population who manifest the kind of syndrome discussed above is best reflected perhaps in the terminology chosen to designate them. The difference in terminology between Israel and other countries (especially the U.S.) is not just a matter of semantics; it demonstrates a difference in defining and relating to the problem. None of the terms such as "culturally deprived," "underprivileged," "socially disadvantaged," and "culturally different" satisfied the Israeli educational policy-maker and researcher, since implied in them, with the exception of "culturally different," is some kind of inferiority or derogatory attitude.

The Hebrew term "te'uney tipu'ah", meaning "those in need of nurture" is a functional term, with no negative connotation. It expresses the positive conviction that, with the help of special educational programs, children from culturally impoverished environments can develop to the extent of their innate potential.

The term was coined by the Ministry of Education and Culture to describe schools which qualified for a series of educational programs whose population was, for the most part, deprived. The education system, facing the influx of hundreds of immigrant children from all over the world, was anxious to protect its standard of education. It immediately attempted to find educational programs which would raise the achievement level of the children in these schools. At first, it adopted educational programs used in other countries, mainly the United States. Thus the school system initiated many programs, in its attempt to deal with this problem. Their effectiveness is now in the process of being evaluated and as a result further changes and programs will be put into effect.

The establishment of the Center for Schools in Need of Nurture opened a new era. The goals designated for the Center were those of planning and implementing compensatory programs for pupils, mostly of non-Western origin, in order to help them cope successfully with the demands of the school system. The new Center also became responsible for researching and evaluating educational programs before introducing them on a large scale.

IV. SOCIO-ECONOMIC BACKGROUND AND THE STUDENT'S PROSPECT OF SUCCESS

The relationship of these two factors in Israel is still in need of further clarification. This stems from the problem that the stratification of the society is for the most part not as well-defined as in Western European countries or in the United States. It is impossible, for example,

to use the country of origin to identify membership in a socio-economic class, since families of both European and Afro-Asian origin are found in the lower and middle classes.

On the other hand, there is often a significant difference in ability and achievement between children of immigrants from different countries, in spite of their similar class membership. This has led educators to hypothesize that cultural differences have a strong impact on cognitive development.

A. Equality of Educational Opportunity.

Awareness of the problem of diversity in cognitive style started as early as the first decade of the State. Believing in an egalitarian society, the principle of "equality of education" has been basic to the primary school system from its very beginnings. "Equality" meant establishment of uniformity in the programs and educational processes in the school. Uniformity was to be achieved through -

a. administrative measures such as uniformity throughout the country in size of class, length of lesson periods and teaching load;

b. equality of social structure so that, theoretically at least, only heterogeneous classes existed;

c. equality of study programs so that the same curriculum, the same syllabus, and the same teaching methods were instituted in all the schools in the country (equality was defined in terms of trying to teach the same material to native-born Israelis and newcomers, to children of Western cultural tradition and to those of Islamic cultural tradition, to the very capable pupil and to the slow and retarded learner);

d. equality in teachers' training manifested in the fact that teachers' training colleges had one identical program, since the education and training of teachers to cope with a situation of cultural diversity was not as yet a part of the philosophy.

The belief that formal equality in education leads to actual equality was proven to be an illusion. Studies conducted in the 1950's showed that over half the culturally deprived pupils were

unable to read on completion of the first grade.* Results of one study conducted in the southern part of Israel (20 classes - 2nd, 3rd, 4th grade) are indicative of the situation. The study compared two groups of pupils, one, immigrants from Afro-Asian countries and the other, Israel -born children of Western origin. The comparison was done on the basis of two tests, reading ability and arithmetic. The results showing percentage of failures were as follows:

Table No. 1.

subject	grade	Afro-Asian origin	Western origin**
reading	2	55	11
arithmetic	2	44	13
reading	3	50	9
reading	4	33	0

Studies conducted in the intermediate grades were as discouraging as the first ones.***

The results of the National Achievement Test, first administered in 1955, verified that there were qualitative differences in levels of achievement among different segments of the population. In particular, the differences in test results between pupils of Afro-Asian origin and European-American origin were greatly pronounced in items demanding an approach or knowledge not explicitly imparted in class.****

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*S. Adiel, 1968. See annotated bibl.
D. Feitelson, "The Causes of Scholastic Failure in First Graders." Megamot, vol. 4 No. 1 Oct. 1952 and vol. 4, No. 2 January, 1953.
S. Smilansky, "Children who Fail in the First Elementary Grades and their Parents". Megamot, vol. 8 No. 4, Oct., 1957.

**A. Simon, "Scholastic Achievement of Immigrant Children in the Lower Elementary Grades". Megamot, vol.8 No. 4, Oct. 1957.

***L. Adar, "Scholastic difficulties of Immigrant Children". Megamot, vol. 7 No. 2, April 1956.

****G. Ortar, 1967. See annotated bibl.

With the consequent disillusion about the dream of equality, a number of action studies, mainly in the area of teaching methods, were initiated. It was clear that there is a need for a better understanding of the cultural patterns of each ethnic group composing the Jewish nation. Two large-scale studies were conducted in an attempt to understand the mentality of different groups of immigrants, one, a study of the family structure of immigrants from Kurdistan*, the other, a study of intelligence and psycho-motoric development of children from the Moroccan ghetto.** Research led to the realization that the educational system was set up to meet the needs of a Western culture and as such is not geared to the needs and abilities of other segments of the population. This produces school failure in many cases.

A major policy change took place. It was obvious that the goal of equality of education would be achieved only through equality of opportunity, which meant that the educational process had to deal with the needs of all segments of the population through different programs, and that new teaching methods and textbooks were necessary. This gave rise to the idea of "nurture through education." Preferential educational treatment of newcomers of Afro-Asian origin was adopted and later became institutionalized by the establishment of "The Center for Schools in Need of Nurture" (Ministry of Education and Culture - 1962/63).

B. Raising the Educational Standard of the Population in Need of Nurture

As mentioned before, raising the educational standard of the population of Afro-Asian origin, many of whom could be defined as in urgent need of nurture,*** is one of the main goals of the school system. Therefore, many areas of educational activity deal with this problem.

Welfare schemes in Israel and the preferential treatment of the "culturally deprived" are based partially on humanitarian motives (that is, that each individual should be able to fulfill his potential); and partially on the fact that the state needs to utilize to an optimal degree all of the potential within it, thus reducing possible wastage of skilled man-power.

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*D. Feitelson, "Some Changes in the Educational Patterns of the Kurdish Community in Israel". Megamot, vol. 5, No. 2. April 1954 and vol. 6, No. 4. Oct. 1955.

**R. Feuerstein and M. Richelle, "Perception and Drawing Ability of North African Jewish Children". Megamot, vol. 9, No. 2. April 1958.

***For definition see p.9

In the forthcoming chapters an effort will be made to describe the implementation of the educational policies promoted by the Ministry of Education and Culture in an effort to bridge the educational gap through equalization of opportunity. The review of steps taken within the framework of such policy will be limited to primary and post-primary education, as required by the questionnaire. When possible, the research associated with the initiation of each project or resulting from the difficulties encountered in its implementation will be indicated.

a. An operational definition.

An operational definition of the term "Te'uney Tipu'ah",* was accepted by the Ministry of Education and Culture, which referred to whole schools as being in "need of nurture". A school belonging to this category is eligible for all the special educational services provided by the Center. A school is classified as "in need of nurture" on the basis of three criteria:

1. Scholastic achievement: This is measured by the average score on the National Achievement Test** of pupils in a given school as well as on their scores in an achievement test in Hebrew and arithmetic in the fourth grade.

2. The composition of the school population: The percentage of newcomers and children of parents of Afro-Asian origin is taken into account, since these two groups are in need of preferential educational treatment. Also the level of the parents' formal education, the language spoken at home, and ability of parents to help in school assignments are taken into consideration.***

3. The composition of the teaching staff: Because of the assumption that the quality of education and the school atmosphere depend to a large extent on the teacher, a number of factors associated with the staff are taken into account. These include the training and experience of the teachers and of the principal, the proportion of unqualified teachers in the school, and the proportion of teachers residing in the community (such teachers create an atmosphere of stability within the school).

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*See p.9 above.
**See "Seker" - National Achievement Test p.30.
***See Appendix I.

A third of all primary schools are officially classified as TT.* Those schools are entitled to all the programs and guidance provided by the Center for Schools in Need of Nurture, as mentioned above.

Table No. 2.

The number of schools and classes defined as TT.

area	Number of schools	classes	% of total school pop.
Jerusalem	35	436	43
North	72	756	44
Haifa	40	404	24
Center	94	949	37
Tel Aviv	51	600	19
South	94	1220	63
Total	386	4365	37

Note: The data is for the school year 1967/68, but the situation in 1969/70 is not significantly different.

b. Borderline schools.

An additional group of schools (15-17%) known as "borderline schools" (in Hebrew: Bilti Me'vusasim) are entitled to only part of the services rendered by the Center (equipment, tutoring, or grouping are several examples), because they are on a higher achievement level than the TT schools. Nevertheless, they need coaching and aid, according to the supervisor's recommendations. This need was in fact verified by the performance of the pupils of these schools in the National Achievement Test.**

C. A Decade of Nurturing Activity

The Center for Schools in Need of Nurture, established in 1963, deals with the primary school education. It sponsors projects and research projects for the primary school, kindergarten, and nursery school, although the latter is not yet included in the provisions of the Law of Compulsory

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*"TT" is equivalent to "school in need of nurture".
**See Seker p. 30.

Education (except the 5 year olds). A separate administrative unit is responsible for compensatory education in the post-primary schools. Each unit has its own administrative head, an assistant director-general of the Ministry of Education and Culture.

Compensatory activities in education can be classified in two ways: 1) according to chronological order, and 2) according to educational content.

1. Compensatory projects in order of their development:*

Primary education	Stage I
1957/58	Experiment in first grade reading
1958	Intensive work in kindergarten
1961	Appointment of the first teacher consultants
1961/62	Extended school day

Primary education	Stage II
1964	Grouping by achievement; Publication of text books suitable for TT schools; Remedial programs for grades 2 to 5.
1965	Enrichment centers
1965/66	Exhibits of educational games
1966	"Broadening Horizons"
1967	Teaching reading in kindergarten (experiment)
Post-Primary education	
1960	The first boarding school for gifted culturally disadvantaged pupils
[illegible]	Intradisciplinary projects
1968	Initiation of tutoring

In the primary school system two stages may be noted. In the first, before the establishment of the Center (1958-63), compensatory activity was concentrated in the kindergartens and the lower grades, and was

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*S. Adiel, A Decade of Nurturing Activities, Ministry of Education and Culture, Jerusalem, 1970, p. 18 (in Hebrew). See ann. bibl.

limited to the improvement of teaching methods. After the establishment of the Center, however, in the second stage (1963-68), the volume of compensatory activity was enlarged and its scope was broadened to include all the primary school grades. While in the first stage, the development of new projects was largely due to individual initiative, in the second stage they were conducted by a central agency.

2. Compensatory projects according to educational content, divided into five major groups:

i. compensatory programs for early childhood
ii. improvement of methodology
iii. teaching for the individual student
iv. enrichment programs
v. compensatory education for gifted students.

For the sake of clarity primary and post primary school projects will be discussed separately.

(a) Primary Education

On the primary level, since the school and not the individual pupil is defined as the unit in "need of nurture"*, activities are carried out within the framework of each school.

1. Compensatory programs for early childhood. The nursery school and kindergarten programs sponsored by the Center should be seen as preventive and compensatory measures. Compensatory, because they provide a variety of physical and social experiences and stimulants which are not available in the home environment, and preventive, because they aid in the early development of intellectual skills, particularly language, and provide enrichment in different areas of experience. Providing such skills and enrichment prepares the child of deprived background to cope with the school situation, and helps prevent the experience of failure, with its subsequent effects on personality development and scholastic failure.

In the school year 1969/70, 60% (29,000) of the children in "need of nurture" in the age groups 3 to 4 attended nursery schools.

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*See definition, p. 9 and operational definition p. 13.

A basic change in the methodology of early childhood education occurred with the introduction of the method of "intensive work". While the ideas of progressive education at first prevailed in Israel, it later was realized that more structured activity is needed in the nursery school and the kindergarten.

A series of research projects* studied the changes achieved in school readiness of children of Afro-Asian origin as affected by a number of intervention treatments, among them socio-dramatic play,** reading (taught by several different methods), and cognitive development through art work. The socio-economic level of the experimental and control groups was held constant so as not to affect the comparison by country of origin.

Another study on the kindergarten level, has reached its final stage. The main objective of this three year longitudinal study*** is to see whether the integration of lower income culturally disadvantaged children, with upper middle class children at an early age (three), will further the intellectual and social development of the deprived group. In each of the three research groups, one third of the children were culturally deprived and two-thirds of the children were upper-middle class; the control group consisted only of lower-income children.

The project was designed for two years of demonstration and one year of follow-up. A program was developed using structured materials as well as dramatics and free-play. Close observations of social and verbal interaction between the two groups and between children and adults (the nursery teachers), were closely analysed.

Preliminary findings which need to be further clarified, indicate that "heterogeneous surroundings" act as a stimulus to further verbal activity, despite social distance.**** While teachers claimed that verbal communication between the two groups

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* See S. Smilansky, in annotated bibl.

** S. Smilansky, An Experimental Study on the Socio-Dramatic Play of Culturally Disadvantaged Pre-School Children, Wiley & Sons, N.Y., 1969.

*** See D. Feitelson, in annotated bibliography, only progress reports available.

**** D. Feitelson, progress report submitted to the U.S. Department of Health, Education and Welfare, July-December, 1966, p. 22.

was minimal, analysis of the observational records show that at least in one category of verbal communication, the verbal interaction of "disadvantaged" children with "privileged" ones was significantly higher (P .01) than their interaction with other disadvantaged children. Other results indicate that in kindergartens, teachers tend to interact more frequently with "privileged" children than with "disadvantaged" ones. This finding could have implications for teacher training in the area of the disadvantaged.

Finally, although only kindergarten (age 5) is compulsory and free, the Ministry provides free nursery school for three and four year-old children of Afro-Asian origin. In addition, the Ministry supports nursery schools in development areas and poor urban neighbourhoods, and maintains the kindergartens as well - generally the responsibility of the local authorities. The Ministry also provides free meals for a majority of the needy children in the nurseries and kindergartens in these areas.

Efforts have been made to increase parents' awareness of the problems of their children's education when they are in kindergarten and nursery school, enlisting their cooperation through participation in special activities. The exhibit of educational books and toys, for example, is always accompanied by lectures and discussions. Both projects described above, encouraged and made possible active involvement of the parents.

Awareness of the importance of the mother's role in the educational process led to a number of enrichment projects for the mother's benefit. Some of the projects have been in the field of child care and are located in mother and infant care centers, which are sponsored by the Ministry of Health, local authorities, and women's voluntary organizations. Other more academically oriented projects were conducted either solely on a research basis* or as action projects.** In the latter group of projects, the participation of mothers as instructors in the home was promoted. Most projects put major emphasis on instruction in the area of language development, and chose their subjects on the basis of country of origin and parents' educational level.

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* Annotated bibliography G. Ortar.

** Annotated bibliography, A.T. Tannenbaum and A. Lombard.
Also G. Ortar, "Avoiding Children's Cultural Retardation by Improving their Mother's Speech". Hebrew University School of Education, Jerusalem (pilot stage).

2. Improvement of Teaching Methods. To prevent the effects of cultural deprivation, attempts to improve teaching methods have been conducted in three areas, the methodology of teaching reading and arithmetic, textbooks and didactic equipment, and the use of educational consultants.

That culturally deprived children fail to master the skills of reading has long since been realized.* A study conducted in the 1950's which attempted to identify the causes of failure in learning to read in the first grade has shown that, although socio-cultural background is an important factor, teaching methods seem to be even more influential.** Two methods of instruction were compared, the global method in which the word as a whole is used as a unit of teaching, and the syllable method. The results of the study led to the publication of readers (to date more than seventeen have been published) as well as to changes in teacher training.

A later study examined methods in teaching of national geography and arithmetic. Since the subject of arithmetic is another area associated with failure among culturally deprived children, it has been the subject of constant research in Israel, as well as abroad. A project, financed by the Ministry, aimed at achieving mastery in arithmetic among culturally deprived children. Its main goal was the development of teaching materials.*** Experienced teachers were involved in constructing materials and testing them in the classroom situation. The project resulted in sets of exercises, problems, work sheets, (no text book is used with this method) as well as detailed methodological instructions for the teacher. The materials are taught very gradually, taking into account that the culturally deprived child needs the encouragement of success that comes with repeated practice in a clearly structured situation.

The materials developed in this project have been widely used by teachers both in the regular classroom situation and on an individual basis as a diagnostic-remedial measure. Evaluation of the method under non-experimental conditions is, however, still pending.

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*Background information, p. 10, 11.
**D. Feitelson, "The Causes of Scholastic Failure in First Graders". Megamot, vol.4, no.1. Oct. 1952.
***J. Rappaport, "An Experiment in Teaching Arithmetic," Henrietta Szold Institute, Jerusalem, 1964.

Another four year project compared the readiness of children from "normal homes" and from a culturally deprived background in numerical and spatial operations, examining the implications for curriculum construction and teaching methods of arithmetic in the lower grades of primary school.* The two populations were divided into several subgroups, each one exposed to a different method of teaching. The importance of concrete manipulations in the learning process and the merits and shortcomings of structured situations were studied. At this stage of the study, only data pertinent to the first grade have been analyzed. Conclusions to date indicate that mathematical readiness upon entering primary school is a function of the child's experience both at home and in kindergarten, and that methodology and the quality of the teacher are more crucial for culturally deprived children than factors such as the level of intelligence or initial readiness. The merits of manipulative activities have also been proven. In summary, it has been shown that culturally deprived children benefit greatly from the new teaching methods in arithmetic; even when compared with "normal" children taught by traditional methods, the achievement of the deprived group is better in many respects.

3. Textbooks and Didactic Equipment. Both teachers and supervisors claimed that textbooks used in the regular school were unsuitable for the pupils in schools in "need of nurture". The language was found to be too difficult for children from an impoverished linguistic background, and the subject matter as well as the illustrations were foreign to them. In June, 1963, the Committee for Textbooks was formed to encourage the publication of suitable textbooks. Again, because books were urgently needed, it was decided not to delay publication until suitable research could be undertaken.

   At the same time, however, the Ministry appointed an advisory committee composed of faculty members of the School of Education of the Hebrew University.** The committee was authorized to function as a research group and as an advisory committee for potential textbook writers. The research activities of the committee were expected to lead to the formation of "principles and guidlines for publishing textbooks for children in need of nurture".

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*A. Minkowitz, 1966. See annotated bibl.
**This committee was chaired by Dr. M. Caspi, member of the Faculty of the School of Education, Hebrew University, Jerusalem.

4. Educational Consultants for Teachers. Teachers in schools in need of nurture face problems stemming from the clash of school demands with a social background which is both unfamiliar to them and often not in harmony with what they must achieve in their teaching. For them to cope with the situation, better understanding of the etiology and behavioural manifestations of children and parents from these different backgrounds is essential. This need for guidance led to the establishment of the "Hanhaya" (Hebrew for "briefing" or "guidance"). At the end of 1961, a group of highly qualified and experienced teachers was assigned the role of being educational consultants to teachers in the lower grades of TT schools. "Hanhaya" cannot be understood as simply another type of supervision, since the educational consultant has no administrative power, and his relationship with the teacher is on an advisory basis. His activities are also not only within the area of methodology, but he is also assigned to a group of 35 to 45 teachers with whom he works both on a group basis and individually. He is expected to be the link between ongoing research and practice in the school. He is supposed to be a source of information for the teachers, explaining and relating environmental factors to the behaviour and achievement of the pupils. He is also responsible for teaching remedial methods in subject areas as well as guiding teachers in handling parents.

While the first group of consultants (a small group of teachers only) worked on the basis of intuition, mainly derived from individual experience and insight, later groups have been exposed to intensive study and continuous in-service training; workshops are held once a month and during school vacations. Different groups of consultants are involved in the study and development of instructional materials and teaching aids.

The group of educational consultants has grown from twelve in 1961 to forty-five in 1969/70, assisting one thousand teachers in their educational work.

5. Teaching for the Individual Student. Because of the desire to provide equal opportunity, and the fact that differences exist in mental ability between segments of the population it became clear that differential teaching methods, geared to the specific needs of the individual pupil, were absolutely necessary so that he would be able to achieve in accordance with his potential. A number of programs have consequently been promoted attempting to individualize the teaching situation.

i. Remedial Programs for Grades 2 to 5.

These programs are geared to the needs of pupils who fall in the 1st to 25th percentile in scholastic achievement in the second to fifth grades, but whose intelligence quotient is within the normal range. The instruction is expected to improve learning in the basic school subjects. Three different activities are included. The first is group work where extra hours of intensified instruction are given to small groups within the regular classroom framework by the regular class teacher. The second is remedial work which attempts to prevent later academic problems by diagnosing at an early stage a given child's difficulties. The pupil is transferred to the remedial class for special assistance in reading and arithmetic for a given period, usually a year. At the end of the year he is expected to begin to return to his regular classroom. The class includes no more than 18 pupils. The third activity is composed of auxiliary study groups where instruction is given to small groups of pupils (4 to 6 pupils) after school hours. Each child is entitled to three weekly hours of such instruction.

Classes in the remedial program are given extra hours as well as special equipment. The teachers working in the programs receive special training. Placement of the pupils in one of the programs is done on the basis of a battery of diagnostic and achievement tests especially constructed for this purpose, as well as according to the recommendations of the teacher and of the psychologist.

When the program was first introduced in 1966, there were 73 remedial classes and 1500 auxiliary study groups. In the school year 1969/70, there were 104 remedial classes for 2000 pupils and 3373 auxiliary groups with 18,000 pupils. During the three years of the program, 4933 pupils attended remedial teaching classes and almost 40,000 pupils have been assisted by the auxiliary study groups.

ii. Grouping by Achievement.

Another measure of differential instruction was introduced as "inter-class grouping" in the upper grades of primary school (grades 6, 7 and 8). The outstanding feature of this method of grouping (in Hebrew, hakbatza) is that it preserves the regular class as an educational and social framework. Two-thirds of all the lessons are conducted in the regular classroom. The only subjects taught in ability groups, chosen because of their high rate of failure, are Hebrew language, arithmetic and English. Each pupil is placed in the group suitable to his level of achievement in the given subject. Placement is directed on the basis of achievement only, and not ability, so that a pupil may

find himself at different group levels in the three subjects. There is no uniformity in the method applied for classifying the pupils. Although a standardized test of ability in the three subjects is available, the groups are formed in many schools only on the basis of teachers' recommendations. The program provides, moreover, for possibilities of mobility from one level to another in a given subject as a result of the pupil's progress. The possibilities of mobility are expected to be of motivational value to the individual child, encouraging him to achieve more successfully.

"Grouping" involves special training for teachers, mainly for those who teach the lower level groups, as well as different teaching programs as, for example, in arithmetic where there are six programs available.

As grouping was initiated on the basis of recommendation only, no school is obliged to adopt the method. When a school wishes to introduce the method, it is eligible for financial aid, allocation of more study hours, smaller classes, etc. Interestingly enough, an impressive number of regular schools not in the category of TT have adopted grouping.

Historically, grouping in Israel was introduced by an experiment in Beersheba.* This was an experiment in inter-school grouping of the seventh grade. Five to seven grouping levels were introduced at this stage.**

In the school year of 1964, grouping was introduced in 170 schools, in a total of 470 classes. The following table shows the development of grouping:

Table 3

year	no. of schools	no.of classes	% increase over previous year
1965	327	1356	-
1966	379	1746	28.5
1967	481	2150	24
1968	512	2390	10

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* Beersheba is the capital city of the southern part of Israel.

** J. Arnon, "The Beersheba Experiment." Ha-Hinukh. vol. 35, 1963.

At the end of the 1964 school year, a survey of teachers' and principals' attitudes towards grouping took place. The participants were members of schools which had adopted the grouping method. The survey also provided information on the administrative aspects of the situation.*

"Grouping" has been a controversial subject in Israel as well as in other countries. The pros and cons are numerous. The method was first perceived as a discriminatory measure and raised general public objection. It seems that the actual implementation in the school system has caused a significant change in attitude towards the issue.

Various aspects associated with the introduction of grouping (an administrative measure), in particular its impact on the individual pupil and on the school system, have been the object of a comprehensive research project.** The three year project, started in 1967, was designed as a longitudinal study of seventh and eighth grades. Schools with grouping and schools without grouping were compared on a number of variables (population of school, size of class etc.). Measures of ability, achievement, self-image, and sociometric ratings were used in comparing the different levels in and between schools.

Although final results of the study are not yet available, findings in certain specific areas have been presented. In respect to the self-image of the pupil in the lower group it was found that the well-known description of the culturally deprived as being non-realistic, in terms of self-evaluation, is not accurate as revealed by the instrument measuring self-concept. The lowest level pupils do not seem disappointed because of their classification, and are quite realistic in evaluating themselves. Another finding shows the large variance of achievement within given groups, suggesting the importance of developing better measures to classify pupils so that they will benefit as much as possible from grouping.***

Grouping has been made an indispensible part of the intermediate school system. It is planned, while leaving the seventh grade system the same as in the past, to put an additional subject area in the eighth grade into the grouping

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* A Survey on Grouping. Ministry of Education & Culture and the Henrietta Szold Institute, 1965.

** D. Well, "A Study in Ability Grouping," The Henrietta Szold Institute, 1969 (in Hebrew).

*** Final report expected in the near future.

framework. In the ninth grade streaming will take place; i.e., pupils will be placed on the same level in all subject matter. Further changes in the method within the framework of the intermediate school system may be necessary as well.

6. Enrichment Projects. Compensatory education in the primary school has been introduced through enrichment programs in the intellectual, cultural and artistic spheres. These provide a variety of stimulating experiences, introducing the child of impoverished cultural background to unfamiliar cultural activities. Concerts, plays and art exhibits, as well as the reading of a newspaper and listening to the radio are some of the elements incorporated in such enrichment projects. Broadening of horizons, on the one hand, and the provision of opportunities for intellectual and artistic self-realization, on the other, have been the aims of these projects. In the 1969/70 school year, activities in the areas of music, drama and the plastic arts were provided for 8,000 children in the fifth to eighth grades. A special summer camp providing individualized instruction for those children who revealed artistic inclinations in music, drama or the plastic arts was also organized.

   A mobile exhibit of educational games and books was set up to fulfill a double purpose, that of making parents aware of the need for enriching the home environment with books and games and that of assisting parents in their choice of such material. Every week the exhibit is held in another development area. It consists of two sections divided according to age, one, from infancy up to the age of six, the other from the age of six to fourteen. Every exhibit is accompanied by a lecture on the importance of learning, the role of the home in the learning process, and the importance of a stimulating environment. The lecture is followed by a question and answer period. Slides and movies are shown, illustrating the influence of different games on the child's development.

7. The Long School Day and the Prolonged School Year. Two programs have been initiated which prolong the time a child spends within the school framework. Although the main goal of the programs is that of closing the gap in scholastic achievement between different segments of the population, it has been obvious that the process of studying cannot be separated from that of education in its broader sense. Consequently, Yu'la (the Hebrew initials for "long school day") and the Prolonged School Year are comprehensive projects providing a variety of compensatory programs in the scholastic area as well as extra-curricular activities.

Adding a number of daily hours to the school program keeps the child off the streets and also takes him out of his impoverished home environment into a more stimulating setting. In some cases learning opportunities are provided, such as help in the preparation of homework and guidance in independent study, language enrichment, particularly in the Long School Day, and encouragement of independent reading. A detailed program for guidance in reading has been published, specifying the appropriate methodology for each age group for the use of the teacher in the program. Not only is the focus on developing individual abilities (scholastic and artistic) but there are programs which also attempt to promote social understanding and good citizenship through participation in community projects.

The Long School Day increases the normal school day, which lasts from 8 a.m. until noon or 1 p.m. At first an equal number of school hours were added to all classes in immigrant settlements and development areas. During the years, however, a number of changes have taken place. The number of extra hours in the lower grades were decreased and additional hours were added to the upper grades, and the Long School Day program has been omitted altogether in the first grade. The number of extra hours in rural areas has been cut down significantly because of the necessity for children to help on the farm. Also, extra hours in the daily school program were initially added in the afternoon when both teacher and pupil were too tired to benefit from the special activities, and this has been modified as well.

The expansion of the Long School Day project since its initiation in 1961/62 has been as follows:*

Table 4

year	number of schools	number of classes	increase in number of classes
1961/62	21	216	-
1962/63	58	503	287
1963/64	110	1112	609
1964/65	186	1901	789
1965/66	233	2697	796
1966/67	246	2722	25
1967/68	256	2492	-230 (a)
1968/69	254	2509	17

(a) The decrease was caused by the omission of the Long School Day in the first grades.

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* Assor Le'Mifaley Tipu'ah, Ministry of Education & Culture, p. 75, 1970. See annotated bibl.

A survey of teachers' attitudes to the Long School Day was conducted in 1968.* Results have been positive concerning the project. The effectiveness of the Long School Day has also been the subject of a two year research project begun in 1967/68.**

The project was designed to evaluate the influence of the independent variables - number of extra hours, type of program and the teaching methods applied - on the dependent variables of scholastic achievement, personality and socio-cultural development. The sample of schools was stratified according to the variables of the education of the father and the neighborhood. A battery of individual and group tests was administered, and questionnaires eliciting information about pupils' socio-economic background as well as teachers' and principals' opinions on the Long School Day, were used. At this stage no results are yet available, since data analysis is still in process. A final report is expected at the beginning of 1971.

The Prolonged School Year adds one extra month to the school year. During this time the regular school discipline is relaxed and no homework is assigned nor are tests given. The regular class continues to be the unit of operation. A variety of enrichment and entertainment programs are conducted. Only schools which do not participate in the Long School Day project are eligible for the Prolonged School Year program.

Teachers' opinions seem to be highly favourable towards the program. Almost 20,000 pupils in 750 classes received an additional month's schooling in the summer vacation of 1969 through this project. Schools promoting the Longer Day or Prolonged School Year programs are specially equipped with audio-visual aids, musical instruments and physical education facilities.

As in the case of grouping, the experience and methods acquired in the two projects will be utilized in the intermediate school section.***

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* A. Levi and G. Bergson, "The Long School Day: Teachers' Attitudes and Opinions," Ministry of Education & Culture, 1969.

** D. Well, "The Long School Day," Henrietta Szold Institute, Jerusalem.

*** The School Reform, 1969, above pp. 5-6.

8. Nurturing of Gifted Children. The hundreds of children classified as "low achievers" have been of primary concern to the education system. Attention was drawn to another group of children who are classified as in "need of nurture" because of their socio-economic background, but who have the potential to reach the required level of achievement.

A three year research project* was designed to study the the problem of whether the effects of cultural deprivation could be reversed as late as adolescence. Two experimental enrichment centers were established for the upper 25% of children in grades 6 to 8. A variety of subjects were offered in the after-school hours and in a summer study camp. The project attempted to evaluate the role such enrichment programs play in preparing the pupils for the continuation of education in the post-primary school system.

Research results showed considerable improvement in achievement; the lower the individual's grades were on the pre-test, the more outstanding was the achievement on the post-test. The same pattern of improvement was noticed in the I.Q. A gain of 6 to 13 I.Q. points was observed (the Hebrew version of the Wechsler intelligence test was used). The experimental group also performed significantly better than the control group on the National Achievement Test.

The encouraging findings of the study led to a new project sponsored by the Center for Schools in Need of Nurture. This project known as Ma'alot is carried out in various centers. It tries to motivate and increase the self-confidence of gifted children from a culturally deprived background in order to help them qualify for general post-primary education. It is assumed that through successful learning experiences, resulting from appropriate teaching methods and materials, these children will be able to realize their potential.

The centers are organized in highly populated areas, with a high percentage of culturally deprived families; since only 20 - 25% of the school population qualify as gifted, the pupils are drawn from all the schools in the area. They visit the center twice a week for two to three hours. The enrichment programs are organized on the basis of study groups, 20 pupils to a group. Every pupil participates in two groups of his choice. Once a week, all members of the center assemble for a lecture or a discussion. Group work as well as independent study are encouraged. The enrichment projects greatly emphasize the development of mental processes of abstraction and generalization, essential for success in the post-primary education system.

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* See M. Smilansky, 1966 in annotated bibliography.

Following the establishment of the enrichment centers, other projects for nurturing gifted children were promoted on the post-primary and higher levels of education.

(b) Post-Primary Education

(i) General Post-Primary Education

The goals of compensatory education for culturally deprived pupils in the general post-primary school do not differ basically from those in effect for the primary school. Since, however, the two systems differ in a number of aspects, programs have been introduced according to different priorities, and there have been modifications in certain measures. The basic differences follow.

First of all, post-primary education in Israel is not compulsory and for the most part not free. The recent Reform of the school system*, however, made the first grade of post-primary school free for all. Even after the introduction of intermediate schools, which will take place gradually according to The Reform, the upper section of post-primary education will not be free. For that section the graded tuition scheme** applied in the past will continue to operate.

Secondly, the system is selective. For years the post-primary school system was mainly academically oriented. As such, it has been highly selective. Culturally deprived children entering the system are not well prepared and often face serious learning problems resulting in cumulative failure and, consequently, in a high dropout rate.

A study dealing with the composition of the school dropout population during the years 1957/58 found that children of European origin composed 10% of the dropouts while those of Afro-Asian origin composed 90% of the dropout population.*** The families of 80% of the dropouts immigrated to Israel during the period 1948/52.****

Another study attempted to discover the reason for the high dropout rate in the general post-primary school (almost 50% of the first grade). Among the major causes reported were the unrealistic aspiration concerning the channels of mobility opened by post-primary education, and the home environment which was not conducive to intellectual effort. This latter reason related especially to children***** from culturally deprived homes.

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*See above p. 5, 6.

**See below p. 32.

***M. Smilansky and E. Yafeh, "The Extent and Causes of Early School Leaving," Megamot IX, No. 4, Nov. 1958.

****A study on the subject of school attendance and dropout rates has been conducted recently by the Henrietta Szold Institute in Jerusalem, but results are not yet available.

*****H. Adler, 1966, see annotated bibliography.

In order to open up the selective post-primary school system and to prevent high droput rates, two measures have been applied. The first is the tutoring of culturally deprived children who have entered general post-primary schools, and the second is an administrative measure which provides several kinds of educational programs at the post-primary level such as vocational, agricultural and marine schools. The intermediate section and the comprehensive school were established with the idea of providing just such a variety of programs to meet the needs and interest of different pupils.

The post-primary school pupil differs from the primary school pupil in the amount of experience, physical and emotional maturity, and the degree of adaptability to new situations. The crisis of adolescence and the accompanying wish for more independence has raised his expectations. With the transfer to the more demanding environment of the new school, higher horizons are opened up; new prospects for the future appear. This situation can be utilized to raise the motivational level of the pupil. The greater interest of the adolescent in shaping his future facilitates the process of education at this stage, giving it a better chance of being successful.

Because post-primary education is neither compuslory nor free and highly selective, the individual pupil is defined as in "need of nurture", whereas in primary education, the school is the unit in need of nurture, as has been explained. Most projects on the post-primary level are oriented to the individual.

Two criteria have been used to classify post-primary school pupils in need of nurture: performance on a nation-wide achievement test and socio-economic background. Since these two criteria have been very influential, their detailed discussion is appropriate.

i. The "Seker". This nation-wide achievement test was established by the Ministry in 1955*. The test is administered in the eighth grade of primary school and is used by teachers to guide students concerning the continuation of their education at the post-primary level. A grade of 80% is considered passing. A passing grade on the test implies that an academically oriented post-primary school can be chosen.

The test is accompanied by a questionnaire on socio-economic background. As a result the "Seker" has become an endless source of data. A number of comparative educational studies have utilized them. The problem of educational achievement in relation to socio-economic background, using the "Seker" as the

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* Under the direction of Dr. G. Ortar, School of Education, Hebrew University, Jerusalem.

the criteria of achievement, has been the object of analysis of test records accumulated over a period of thirteen years.*

Another study attempted to evaluate the connection among three variables - family size, father's country of origin, and level of parents' education - and cognitive development and scholastic achievement.** The test results of 27,000 pupils in the school year 1962/63 were analyzed. The sample included only pupils who received their basic education in Israel and whose fathers were born abroad, excluding those pupils who studied less than seven years in a local school or whose fathers were native Israelis.

The results were as follows: the father's country of origin was found to be the main factor related to achievement, since the average grade of pupils of European-American origin was higher than that of pupils of Afro-Asian origin, where the level of the father's education and family size were the same. Also, the highest achieving group of Afro-Asian origin did not reach the level of the highest achieving group of European-American origin. At the lowest achievement level, only pupils of Afro-Asian origin were found. Among families of Afro-Asian origin the father's education seemed to be significant up to a given family size (5 children); in larger families, family size was shown to be a more important variable. Further, among the Afro-Asian population almost 50% of the students did not reach the minimal requirement of the mark of 60, and only 15% passed the test at a level higher than 80. Comparatively, among the European-American population, only 10% received a grade lower than 60 while 40% passed the test at a level higher than 80. Family size ranked third in influence, after country of origin and father's education, in both populations.

Another study tested the predictive value of the "Seker" for success in post-primary education.*** A follow-up of 10,000 pupils was conducted. The results showed that the test was able to predict success in the academically oriented schools. The correlation between the grade on the test and that of the

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* G. Ortar, see annotated bibliography.

** M. Smilasnky and J. Yam, "The Influence of Family Size, Father's Education and Country of Origin on Cognitive Abilities and Scholastic Achievement," Megamot, Vol. 16, No. 3, July 1969.

*** G. Ortar, "The Predictive Value of the Eighth Grade "Seker"," Megamot, Vol. 10, No. 3, January 1960.

average grade in the post-primary school was rather high, 0.73. Some sub-tests were found to be better predicators than others (national geography, problem solving), but no sub-test was found to be a better predicator than country of origin. Also the test seems to have higher predictive value for girls than for boys. Finally, the percentage of those continuing their education was found to be proportional to the grade received on the test. Another major finding of the study was that the average school grade has a high predictive value, although somewhat less than that of the "Seker". Thus teachers' grades can be often used as criteria for predictive purposes (instead of the "Seker" which is very costly).

Because the National Achievement Test has been used as a criterion for eligibility for exemption from tuition fees, research findings led to the institution of a "Norm B" in the "Seker", which demands a considerably lower passing grade for children of Afro-Asian origin than for those of European-American origin. This enables the culturally deprived child to continue his education in post-primary school in spite of the fact that his achievement is below the national standard.

The recent Reform of the school system considers every ninth grader as exempt from school tuition, as if he had passed the "Seker". With the future expansion of the intermediate school system, there will probably be no further need for the National Achievement Test in any case, since in the comprehensive varied post-primary school, each student will be able to find a program suitable to his level.

ii. The Graded Tuition Scheme. This scheme exempts children from fees in the post-primary school, wholly or partially depending on their parents' income and the number of children of the family in school. The balance of the tuition fee is paid jointly by the Ministry of Education and the local authorities. In the development areas, children are fully exempted from tuition fees, and the Ministry without the help of the local authorities, pays them in full. Immigrants are exempted from tuition fees for a period of four years after their arrival in the country. Children whose parents' monthly income is less than IL.125 per capita also benefit from free tuition.

Only those who have passed the National Achievement Test are eligible for graded tuition fees in the academically oriented school. Others are eligible for graded tuition fees in the vocational and agricultural schools.

Table 5

The graded tuition scheme in the academically oriented post-primary school (1969/70)

rate of exemption (%)	number of pupils exempted
100	34,143
80	6,500
60	7,000
40	6,000
20	6,000

Nurturing Projects: The compensatory education projects on the post-primary school level aim mainly at advancing the disadvantaged pupil scholastically. Thus, the number of enrichment programs is limited in comparison to that in the primary school. The projects are applied to each type of post-primary school, academic, vocational, technical and agricultural.

Culturally deprived pupils in academic post-primary schools can be classified into four groups according to the nature of the program they are eligible for: tutoring, group coaching, schools in "need of nurture", and boarding schools for the gifted.

1. Tutoring. Tutoring has been established to help pupils entering well-established post-primary schools, especially schools which have a high achievement level according to the national norms. Culturally deprived children admitted to these schools find themselves at a loss in spite of their learning ability, which was the basis for their acceptance. The schools are highly achievement-oriented and very competitive, and the student coming from impoverished cultural background has no one at home to help him cope with his new problems. The tutor's role can be defined as that of an auxiliary teacher helping the pupil in his studies, and as a counselor providing guidance and support to the individual in the process of adaptation to a new situation. A tutor is assigned a group of two to five pupils, with whom he meets three times a week. There is no uniformity in the program, as it has to meet the individual needs of the participants.

It is not clear whether the tutor should be the classroom teacher or the teacher of the subject matter in which the pupil has had difficulties. Experience, however, seems to indicate that a familiar teacher has a better chance of success than an outsider.

The development of the tutoring project has been as follows: in the school year 1967/68, 1,800 pupils benefitted from tutoring, in 1968/69 2,000 pupils and in 1969/70 3,000 pupils. There are many dropouts at the end of the 11th grade, and in order to support those having difficulties in the final year from dropping out, many tutoring hours are allocated to help the pupils pass the matriculation examination (in Hebrew: Bagrut) at the end of the 12th grade.* New immigrants compose a significant portion of the tutored population. The effects of tutoring and special techniques of teaching, on the achievement of disadvantaged children in the post-primary school have been studied in a recent project. A group of disadvantaged children was placed in the University High School, a highly achievement oriented school. The group was taught separately, not together with the regular school population. The teachers participating in the experiment were trained in special techniques of teaching such a group. The first graduates of the program seemed to reach more than an average achievement level. Preliminary results indicate that their achievement in the Bagrut examination was more than satisfactory.** A final report of the study is expected in the near future.

2. Group coaching. In schools where 30% of the population can be defined as pupils in "need of nurture", the projects are organized on a group basis. In the school year 1969/70, almost 3,600 pupils participated in the group programs which included such activities as auxiliary lessons in Hebrew, English and mathematics. Two weekly hours for each group of six to twelve pupils are allocated. Schools are advised to develop an auxiliary program for advanced pupils as well. Pupils are interviewed before their placement, and their interest and willingness to cooperate is considered. Some experimentation with programmed teaching materials is also taking place in the auxiliary classes.

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* S. Ben Eliyahu and J. Levin, "Tutoring," in Asor Le-Mifaley Tipu'ah, Ministry of Education & Culture, Jerusalem, 1970, p. 126. See annotated bibl.

** The project is directed by Professor C. Frankenstein, School of Education, Hebrew University, Jerusalem.

3. Intra-disciplinary nurturing projects (in Hebrew, Tipu'ah Me'shulav): Schools with a large culturally deprived population (60% or more) are defined as schools in "need of nurture". In this case the school is the unit of nurturing and not the individual pupil. These schools are fully maintained by the Ministry and are treated essentially in the same way as the TT schools at the primary level. Only schools in development areas and immigrant towns fall in this category. In the school year 1969/70, 70 such schools with a population of 14,189 pupils were classified as TT.

A survey comparing schools in developing and developed areas is currently being conducted in order to arrive at measurable criteria for the purpose of defining post-primary schools as in "need of nurture".

Table 6

Number of pupils participating in the intra-disciplinary nurturing projects* (by grade and school orientation).

Orientation: class	general	vocational	academic	total
9	440	2570	1591	4601
10	168	1807	1423	3398
11	125	865	1072	2062
12	---	172	734	906
TOTAL	733	5414	4820	10967

As shown in the table, more pupils in vocational schools than in academically oriented schools participate in the programs.

The intra-disciplinary nurturing projects attempt to advance the individual student and the school as an institution, utilizing a variety of activities such as enrichment programs, individual treatment and adjusted teaching methods.** Educational consultants*** are responsible for helping the teachers who are new to the nurturing projects and their problems.

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* Op. cit. p. 127.

** C. Frankenstein. "In Service Training for Tutors to Work with the Disadvantaged".

*** See above teacher-counselors in primary education, p.21.

4. Boarding schools for the Gifted. One of the first compensatory projects at the post-primary school level was the establishment of boarding schools for the gifted. The hypothesis that such gifted children would be able better to utilize their potential when placed in a more enriched environment, has been the subject of an experiment.* A boarding school was opened in Jerusalem with a population of pupils of disadvantaged socio-economic background classified as high achievers on account of their performance in the "Seker".** The pupils came from different parts of the country and were granted free tuition, room and board. Still, a number of parents objected to the inclusion of their children in the program on the grounds of loss of income (otherwise they could have been working), and consequently the Ministry provided financial aid. Parents of daughters were more reluctant to agree to their participation in the program.

The project attempted to provide good environmental conditions, social and cultural activities as well as additional lessons in the afternoon. Counselling services were provided and participation in community projects was promoted. The boarding school was planned so that the students would be exposed to a fully compensatory environment. Precautions were taken to keep contact with parents in order to prevent estrangement. Continuous follow-up of the graduates is part of the project. Four classes have already graduated, and some former pupils are currently studying towards their second University degree.

The experimental group proved to be a success, with a very low dropout rate and a high degree of success in the Bagrut examination. There has also been a high percentage of students continuing on to higher education. If necessary, tutoring is provided for the graduates also on entering the university.

The experiment resulted in the establishment of boarding schools of academic orientation, as well as others, in different parts of the country. From one experimental school with a population of 80 pupils in 1960, the project grew into 12 schools with 1,300 students in 1969.

Summer Projects. The months of the summer vacation are utilized for special projects. The first two projects described are mainly for the benefit of pupils in the first and second groups, namely those entering well-established schools or schools in which 30% of the population are defined as TT. The projects are as follows.

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* See annotated bibliography, M. Smilansky.
** See p. 30.

- A preparatory course in the subjects where the majority of failures occur, that is, in Hebrew, English, and mathematics. Each course is offered for 30 hours. A pupil may participate in two courses, but because of the verbal deficiency of the majority of the students, the course in Hebrew language is highly recommended. With the initiation of the intermediate school, as provided by The Reform, this project will probably be eliminated.

- Preparation for Examination. Professional help is offered to pupils who are required to take an examination in order to advance to the next grade. The teaching is done in small groups (of two to six pupils). The project was initiated in 1969, and 700 pupils participated in it.

- Student-tutors: A 10 day course for high achievers in the upper grades was offered in the summer. The goal was to prepare these pupils to act as tutors for children in the lower grades who needed help in their homework or preparation for examinations. The main idea of the project was that both the tutor and his students will benefit from this kind of interaction. Two hundred pupils participated in the training, which was conducted in a summer camp atmosphere. Since it is clear that the young tutors should be compensated for their services, and payment in money was considered not advisable, books and scholarships have been recommended.

- Integrated camps (in Hebrew: Yahdav): Children born in Israel and newcomers spent their Passover vacation together in a camp, where each native-born child adopted a newcomer. Plans have been made to set up more camps of this type, enabling social interaction of children from different segments of the population.

In summary, because the nurturing projects at the post-primary school level are individually oriented, they have been of a smaller scope than those at the primary level, and have therefore reached fewer pupils. Thus one should see only promising beginnings in the projects described above.

(ii) Vocational Post-Primary Education

Vocational education was a rather neglected area on the educational scene up to the late fifties. With the rapid economic and technological development of the state, the need arose for better qualified technical manpower. A change in the vocational orientation of the population was mandatory. Through the years the vocational system has attempted to meet this need, culminating in a major change beginning in 1968. Instead of different types of vocational schools, different trends have been incorporated into individual schools. By 1970, 80% of the vocational

schools were multiple-tred oriented, offering at least two trends and in most cases three. The three trends can be presented as follows:

1. An academically-oriented trend of four and four and a half years, offering a Bagrut certificate;

2. A regular vocational trend offering a certificate of graduation;

3. A practical vocational trend which the student can complete after the eleventh or twelfth year, offering a government school leaving certificate.

Possibilities exist for upward mobility in all trends up to and including the 10th grade.

1. The theoretically oriented vocational trend. Traditionally the academically oriented school was held in high esteem. In an effort to increase enrolment in vocational and agricultural schools, the three and four year theoretically oriented vocational trend was developed (in a number of schools a fifth year was added). In this system, 60% of the lessons are dedicated to theoretical studies. In some of the schools, taking the Bagrut test is required, whereas in others, it is up to the individual pupil whether or not to take it. Graduates of the three, four, and five year vocational trend are offered a number of advancement possibilities. They may continue their education in highly qualified technicians' school (two years of study) or may continue their education at a higher level. The Technion-Israel Institute of Technology admitted graduates of theoretically oriented vocational trends on the basis of a special entrance examination, instead of the required Bagrut certificate. Since 1968, however, graduates of the theoretically oriented vocational trend take the Technical Bagrut Examination. The certificate issued on the basis of this examination is recognized by all the institutions of higher learning in the country, thus making the special examination unnecessary.

As the prestige of vocational education rises, more pupils apply to the vocational schools, resulting in a supply of better qualified technicians, which meets the economic demands of the state.

2. & 3. The Regular and Practical Vocational Trends. The establishment of the theoretically oriented vocational trend did not provide a solution for the masses of pupils between the ages of 14 and 17 who finish primary school and are willing to pursue their education. Many of these youngsters, discouraged by the demands of both the academically oriented school and the theoretically oriented vocational trend were becoming part of the dropout population. For the pupils in need of cultural nurture, shorter term vocational trends were established. Practice and training are emphasized, while theoretical subjects are taught at the highest possible level so that the pupils may reach their maximum learning potential. The goal of these two trends in vocational education is to raise the standard of general education and keep the students at school for as many years as possible, even though they may not be able to reach the scholastic achievement level of the final grade from which they graduate.

Other forms of programs are described below:

4. Apprenticeship system for pupils not able to meet even the minimal requirements of the vocational school, or for those not willing to pursue further education, an apprenticeship system has been established. The system provides part-time schooling in theoretical subjects related to the training, and cultural enrichment projects for working teenagers. The Ministry of Education and Culture is in charge of all the educational programs, while the vocational training services for this system are provided by the Ministry of Labour. The Apprenticeship Law (1953) provides each working adolescent with one day a week off from work for study.

   There is also an intensified apprenticeship program in which the pupils attend classes two to four times a week in the evenings in addition to the full day of study. On completion of this program final tests are administered which are equivalent to those taken by the three year vocational school graduate. The dropout rates in the intensified apprenticeship program approaches zero, in comparison with a 25% rate in the regular apprenticeship program.

5. Afternoon and evening technical clubs. These operate at primary and post-primary school level, offering a variety of introductory vocational courses.

6. "Orientation" classes. The economic recession of the mid-sixties attracted attention to a group of primary school graduates who were not admitted to the vocational educational system, and who stood no chance of entering the labour market in the recession conditions. The members of this group, 15-20% of their age-group, failed the "Seker", the National Achievement Test. They suffered from a learning deficit at the primary school level. In 1967/68 special remedial classes were opened in all types of existing vocational schools; these so-called "orientation classes" were set up on an experimental basis. They are semi-vocational classes, which aim at making up the educational deficit in a period of one or two years by using appropriate teaching methods. In order to develop a feeling of belonging, the pupils in the orientation classes are socially part of the school community, and they participate in all the social and cultural affairs conducted in the school. It was hoped that through participation in the orientation classes, the pupil will acquire good study habits and a stronger self-confidence.

Theoretically, pupils succeeding in the remedial classes should be able to transfer into vocational classes in the same school. In practice, differences in policies exist among the schools in admission requirements, transfer possibilities and curriculum.

As this age-group does not come under the Compulsory Education Law the adolescents concerned must be convinced that it is to their benefit to join the orientation classes. The task of contacting such adolescents and convincing them to attend is within the authority of the local community. One year after the project was established, teachers and principals voted for further extension of the program. This was done because of the progress made in both scholastic and social areas.

A recent survey of the program aimed at evaluating the achievement of the orientation classes.* The survey was conducted in two towns. Preliminary results of the study are as follows: since classes are not all of one type, differing within school frameworks, four types of remedial classes were found to exist. In three and four year vocational trends there are rigid admission requirements, and the classes are highly achievement oriented. In two year trends there is average achievement and a flexible admission policy. In two and one year trends low achievement and a flexible admission policy are in evidence. In special remedial classes every standard can be found, including low achievers.

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* T. Horowitz and E. Frenkel, "Non-Conventional Vocational Programs for Low Achieving Post-Elementary School Students," Henrietta Szold Institute, Jerusalem, 1969.

Analysis of socio-economic background information indicates that the great majority of the pupils are from the lower-middle and low economic strata (the breakdown is: lower-middle class, 46.9%; 10% borderline subsistance - street peddlers, etc.; and the rest lower class.) Considering country of origin, almost 80% of the pupils are from Afro-Asian origin and 20% from European-American origin.

It is obvious that the orientation classes serve the disadvantaged population in the country. No differences in achievement level have been found according to type of trends. Pupils in the four year school program seem to do slightly better than the others. This may be the result of the initial selective process of admission to the four year school. On the "self-image" and "attitude towards school" scales these children are characterized by a high degree of social adaptability, a high level of achievement motivation, a positive attitude towards school and low dropout rates.

It seems that this is a group of youngsters that stands a good chance of success because of its willingness to cooperate in the pursuit of a vocational career, thus changing their image. The orientation classes can be seen as another example of fulfilling potential as well as manpower needs.

The Ministry of Education and Culture promotes vocational education. In a period of five years (1964/65 - 1969/70) the number of pupils in the vocational schools has doubled.* A further increase of 50% in the vocational school population is expected in the next five years (1969/70 - 1974/75). In the intermediate section of the comprehensive school, vocational guidance will be provided in order to introduce the pupil, unable to pursue an academic career, to a variety of vocations. Fellowships and loans are offered to pupils in the vocational and agricultural schools.

Thus far a rise in vocational school enrolment has been achieved. In the school year 1967/68, for example, a growth of 16.5% in the vocational school population occurred, as compared with 6.7% in the academically oriented schools. In the same year, 52.45% of the total post-primary school population was enrolled in the academically oriented schools, while 33.32% was enrolled in the vocational school system.

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* See appendix III.

Table 7.

The number of pupils in post-primary education according to type of school (1968/69, 1969/70)*

type of school	1968/69	1969/70
Academic	61,994	62,299
Teacher colleges (prep.)	4,191	3,929
Academic (evening)	1,588	1,323
Continuation classes	9,197	8,508
Vocational	43,974	50,438
Agricultural	8,464	8,031
Teacher colleges	6,362	5,453
Total	129,408	134,528

In the school year 1969/70 the growth of the vocational school population was 14.72% and that of the academic school system 0.5% only. The pupils enrolled in the vocational schools composed 46.38% of the total post-primary school population and those enrolled in academic schools 37.5%.

As in other educational programs, changes in the area of vocational education have been introduced on the basis of feedback from research findings. The interaction of researchers and policy makers led to the establishment of the variety of vocational schools. The two independent studies in the area of vocational education arrived at similar conclusions about the career expectations of pupils from Afro-Asian origin entering the vocational school system.

The first, a sociological study of "Occupational Trends of the Urban Youth in Jerusalem,"** compares aspiration levels of pupils according to country of origin. According to the findings, 69% of the European male school population is mobility conscious, compared with 64% of the Afro-Asian origin group. The range of mobility is approximately the same among

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* Bulletin of Educational Statistics, Central Bureau of Statistics, No. 28, May 1970.

** M.Lissak, Ph.D. Thesis, Hebrew University, Jerusalem, 1961 (in Hebrew). See also, M. Smilansky and T. Parness, "Evaluation of Educational and Vocational Guidance Services in Israel," Megamot, Vol. 10, No. 3, January, 1960.

the two groups, but the level of achievement aspired to is different. The Afro-Asian origin group aims mainly at reaching the middle income group (skilled workers, clerks and commerce). Only 14% aim at higher educational career and plan to become professionals.

The second study, "A Follow-Up Study of Vocational School Graduates",* asked the following questions: what percentage of the graduates practice the vocation they studied in school, and what are the factors contributing to continuation or termination of practice in the vocation studied? The results indicated that graduates of the four year vocational school are more inclined to practice their vocation than those of other vocational schools. No relationship was found between country of origin and the actual pursuit of the vocation.

Differences on the basis of country of origin were found in the area of choice of school and vocational program. Pupils of Afro-Asian origin preferred the metal working department and a shorter vocational trend (one and two years), while the European-American group preferred the electronics department and the long-term trend (three and four years).

Different types of vocations and different departments require varying degrees of sophistication. These inclincations have been considered in the curriculum planning of the different vocational trends.

(c) Youth Aliya

No report on educational projects can be considered comprehensive without reference to Youth Aliya. An independent agency, Youth Aliya was established in the thirties to rescue from Nazi Germany young Jews whom it placed in kibbutzim (collective farms). During and after World War II Youth Aliya rescued hundreds of lonely, frightened children; these were brought to Israel and placed in kibbutzim and youth villages established by the agency. A third generation of youth victims of political persecution integrated into Israeli life starting in the late forties, with the arrival of youth from North Africa and Asia.

The agency is self-sustaining and provides its own educational and psychological services and also has its own research department. It is supervised by the Ministry of Education as are other educational institutions. The program provides a combination of study, work and social life for the children. Today, Youth Aliya deals not only with the problems of young immigrants, but also with disadvantaged youth.

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* R. Doron, in Megamot, Vol. 15, No. 1. January 1967.

(d) Teacher Training

Teacher training takes place in two types of institutions. The first one, namely primary teachers' training colleges, was established and is maintained by the Ministry. Originally these were two year colleges (after 12 years of schooling). In the 1962/63 school year, and upon the recommendation of a public committee appointed by the Minister of Education and Culture,* the training of teachers has been gradually extended to three year courses. By the 1969/70 school year, half of the colleges became three year schools. Upon the completion of two or three years of study, the student is awarded a teacher's certificate and becomes a qualified teacher.

The second type of institution is the University, where post-primary school teachers are prepared. According to government regulation, a B.A. or B.Sc. degree is required for a teacher to be qualified to teach in the ninth or tenth grades, and an M.A. or M.Sc. for the eleventh and twelfth grades. To qualify for a post-primary school teaching certificate, two years of study in the education department of a university are required, in addition to the academic degree. The departments of education in the universities are in charge of the teacher training programs.

The Ministry appoints teachers of primary schools and pays their salaries. It also conducts in-service courses for teachers at the primary and the post-primary level. Some of these course are for not fully qualified teachers and make it possible for them to become qualified. Other courses are planned for the benefit of all teachers, to keep them up to date in new curricula and teaching methods. Some teachers are given time off once a week, or for three months, or sometimes for a whole year in order to study at an institution of higher learning or a regional training center.

The recent Reform and the establishment of the intermediate section has necessitated a change in the requirements for teacher qualification. In-service courses are planned to meet those needs. All the teachers in the intermediate section are required to attend a course on the theory and application of The Reform. Experienced primary school teachers assigned to teach in the seventh and eighth grades will have to attend university classes; university graduates without a teaching certificate will be required to study psychology and pedagogy. Other in-service training projects for teachers in schools in "need of nurture" have already been discussed.

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* Headed by Professor A. Dushkin, School of Education, Hebrew University, Jerusalem.

Two projects in teacher training for teaching the culturally deprived are currently being conducted under the sponsorship of the NCJW Center for Research in Education of the Disadvantaged.* One is the project "In-Service Training for Tutors to Work with the Disadvantaged."** Fifteen experienced teachers participate in an intensive course on the theory of education of the disadvantaged. One part of the course involves the analysis of practical situations which have occurred in the classroom.

The other project, an in-service training program for primary school teachers,*** focuses on the development of abstract thinking among the culturally deprived. The project trains teachers to analyze thought patterns of the individual pupil. While in the first year of the project, teachers were trained by university faculty, this year the training is conducted by the previously trained teachers. By utilizing this "umbrella effect," it is assumed that larger numbers of teachers can be trained quite economically.

Improvement of teaching implies better understanding of teacher-student interaction. Through analysis of teaching practices used by highly effective teachers for the culturally deprived, it is hoped to gain insight into what "makes" a good teacher and thus provide appropriate pre-service and in-service training. A comparative study of teaching methods of average and outstanding teachers was conducted in 1968.**** Records of observations were analyzed according to a number of categories. The results indicated two singificant differences: effective teachers tend to present more thought-provoking questions, and they make more use of positive rewards in reacting to pupils' responses in the classroom. No significant differences were found in formal patterns of teaching.

A recent study***** focuses on the relationship between the expectations of the teachers and the student's academic performance.

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* Established by the Hebrew University, Jerusalem, in 1968.

** This project is directed by Professor C. Frankenstein, School of Education, Hebrew University, Jerusalem.

*** H. Eiger, "A Study of Teacher Training Focused on Increasing the Level of Abstract Thinking in Disadvantaged Children."

**** L. Adar, 1969, See annotated bibl.

***** D.J. Davis, 1970. See annotated bibl.

The basic assumption is that inducing a change in teacher expectations will result in a corresponding change in behaviour towards the student, eventually affecting the performance of the latter. The results of this study may be highly useful for teacher training, especially with regard to the disadvantaged population.

V. SUMMARY

In the first decade of the State of Israel, educational policy dealt with pressing problems of a quantitative nature. These included the absorption of a large number of pupils, for example, the school population grew from 100,000 in 1948 to 500,000 in 1957.* The demand for buildings and equipment had to be solved, and 10,000 classrooms were built in this period. There was a severe teacher shortage, which was actually the most urgent problem of the first decade. The need for manpower in the teaching profession led to improvised teacher training. Teacher training had to be limited to shorter periods, and unqualified volunteers were welcomed. The Israel Defense Forces helped by enabling girls to fulfill their national service as teachers in remote areas. This situation often meant sacrificing quality for quantity.

The adequacy of the supply of teachers fluctuates with varying conditions. Mass immigration causes a shortage, as in the first decade, while long periods with few immigrants bring a surplus. In 1948 there were only 5,000 teachers, but by the end of the first decade there were 20,000 teachers in the schools. Three years ago the long-standing teacher shortage was finally overcome. While in certain remote areas there is still a shortage of teachers, in other parts of the country there is now a surplus. As much as possible at this point, unqualified teachers are being given the opportunity to become qualified or are slowly being replaced.

The second decade was devoted to raising the level of education of the deprived segments of the population. The establishment of the

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*M. Sicron, "Demographic structure of Israel with Emphasis on Children and Youth," Central Bureau of Statistics, Israel, 1960. p.23.

Center for Schools in Need of Nurture, publication of suitable textbooks, promotion of teaching aids, and revision and development of teaching methods geared to the disadvantaged, all occurred in this period.

The qualitative change in education introduced major changes in teacher education and training programs. Teacher colleges became more selective in admission policy, and the study period was prolonged.* Unqualified teachers were pressed to get their credentials through in-service training.

The goal of the third decade, it seems,will be to raise the standard of the whole educational system. In the first twenty years, almost all of the educational effort (policy making, financing and research) was focused on the advancement of the culturally deprived. The raising of educational standards seemed a luxury. Awareness of the necessity, however, to meet the needs of vast technological development and the encouraging results of the projects for the culturally deprived have added a new dimension to the educational scene.

The recent establishment of two centers directly linked to the Ministry of Education and Culture, and a university research center and a six year university research project for those in need of nurture, reflect this attitude and feeling.

- The "Curriculum Development Center", established by the Ministry of Education and Culture in the 1966/67 school year with the aid of Unesco, deals with all aspects of the curriculum, its improvement and revision.

- The "Science Teaching Center" (STC), established jointly by the Ministry of Education and Culture, The Hebrew University of Jerusalem and The Weizmann Institute of Science, Rehovot, in 1967, received advice from Unesco, prior to its establishment and aid from the UN Special Fund soon after it began to function (Unesco being its executing agency). The purpose of this Center is to improve the study of science in schools, mainly in the post-primary school system. The Center plans, ultimately, to deal with all levels of education and its activities are expected to affect teachers, curricula, materials and methods.

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* See above, page 44.

- The "NCJW Center for Research in Education of the Disadvantaged", established by the Hebrew University of Jerusalem in 1968, aims at developing new methods or improving existing ones for educating the culturally disadvantaged in Israel. This includes the search not only for theoretical models, but also for adaptive classroom intervention programs through curriculum research and the special training of professionals and non-professionals* to work with the disadvantaged.

- "NETA, Post-primary School Fostering Project", Tel-Aviv University**.

While the first two Centers described are geared to the scholastic needs of the entire school population of the state and not just to the needs of the culturally disadvantaged, the second two deal only with the needs of the latter.

Differential methods hopefully will provide all groups of the population with equal learning opportunities. In the coming years this promises a multi-faceted attack on the problem of the utilization and fulfillment of the human potential.

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*See Lombard, Avima D. in annotated bibl.
**See annotated bibl., Tel-Aviv University.

Appendix I

PARENTS' LEVEL OF EDUCATION (8TH GRADERS) - 1967/68

	FATHER'S LEVEL OF EDUCATION				MOTHER'S LEVEL OF EDUCATION			
	TOTAL OF SCHOOLS		T.T. SCHOOLS*		TOTAL OF SCHOOLS		T.T. SCHOOLS*	
	Total	%	Total	%	Total	%	Total	%
Total	48.885	100	11.892	100	47.347	100	12.066	100
High Education	3.391	7	196	2	1.230	2.5	65	1
Post Primary Education (Teachers' College Included)	15.546	33	2.499	21	12.594	265	1.207	10
Primary Education (Heder Included)**	22.037	47	6.575	55	18.512	39	4.134	34
No Schooling	5.891	13	2.622	22	15.011	32	6.660	55

LANGUAGE SPOKEN AT HOME

	WITH FATHER				WITH MOTHER			
	TOTAL OF SCHOOLS		T.T. SCHOOLS*		TOTAL OF SCHOOLS		T.T. SCHOOLS*	
	Total	%	Total	%	Total	%	Total	%
Total	48.067	100	12.126	100	48.576	100	12.326	100
Hebrew Only	23.988	50	4.040	33	21.662	45	3.288	26.5
Hebrew and Other	15.865	32	5.736	47	16.602	34	5.833	47
Other Only	8.514	18	2.350	20	10.298	21	3.205	26.5

FATHER'S COUNTRY OF ORIGIN (8th GRADERS) - 1967/68

	TOTAL OF SCHOOLS		T.T. SCHOOLS*	
	Total	%	Total	%
Total	49.474	100	12.538	100
Israel	6.924	14	184	1.5
Countries of the Near East	13.313	27	4.794	38
Other Asian Country	1.592	3	396	3
North Africa	10.626	22	558	44.5
Europe, America, Australia South Africa	17.019	34	1.582	13

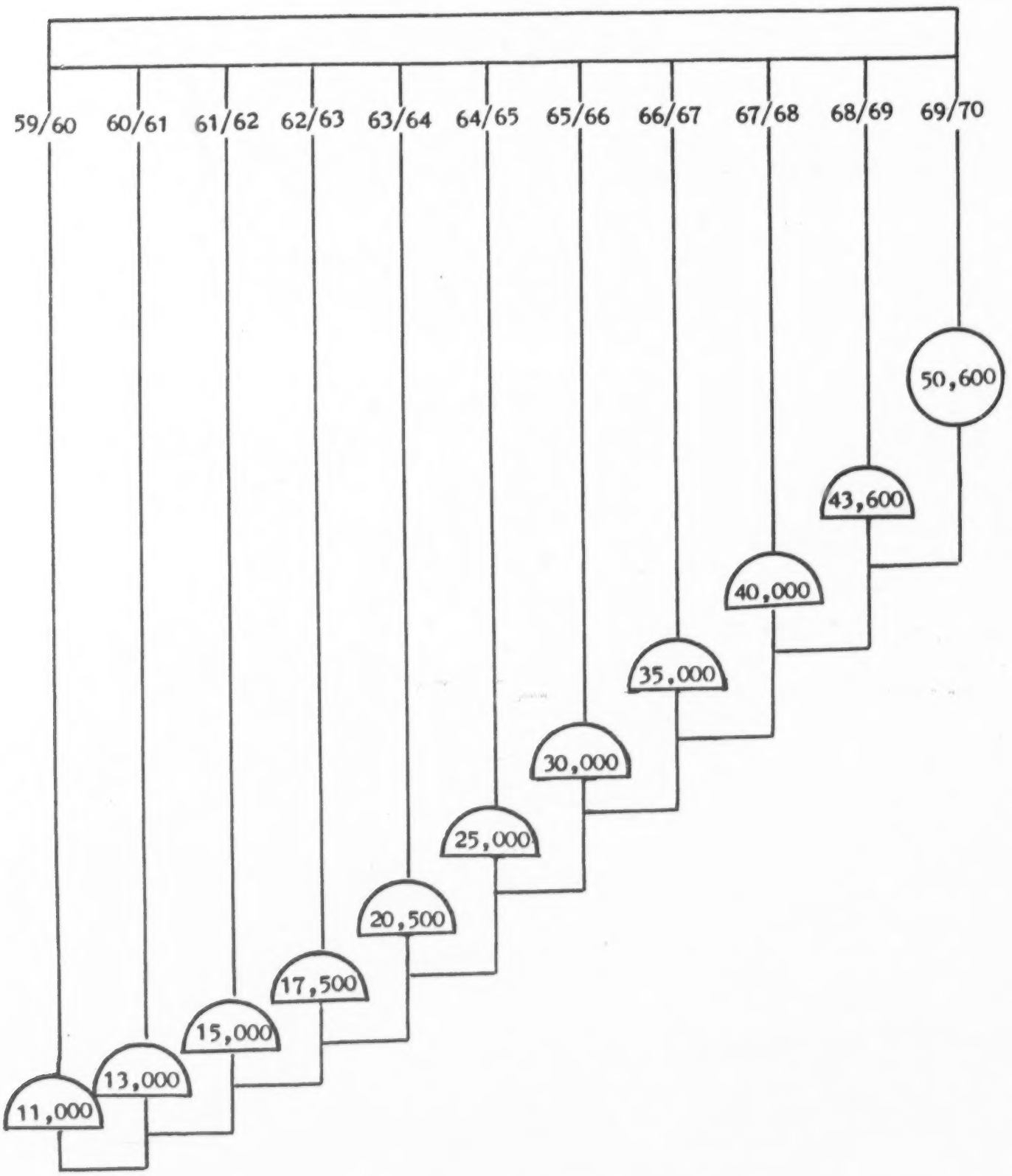
*. Schools in need of nurture.
**. Private one-room school for religious studies only.

The Differentiation Process In The Intermediate Section

Appendix III

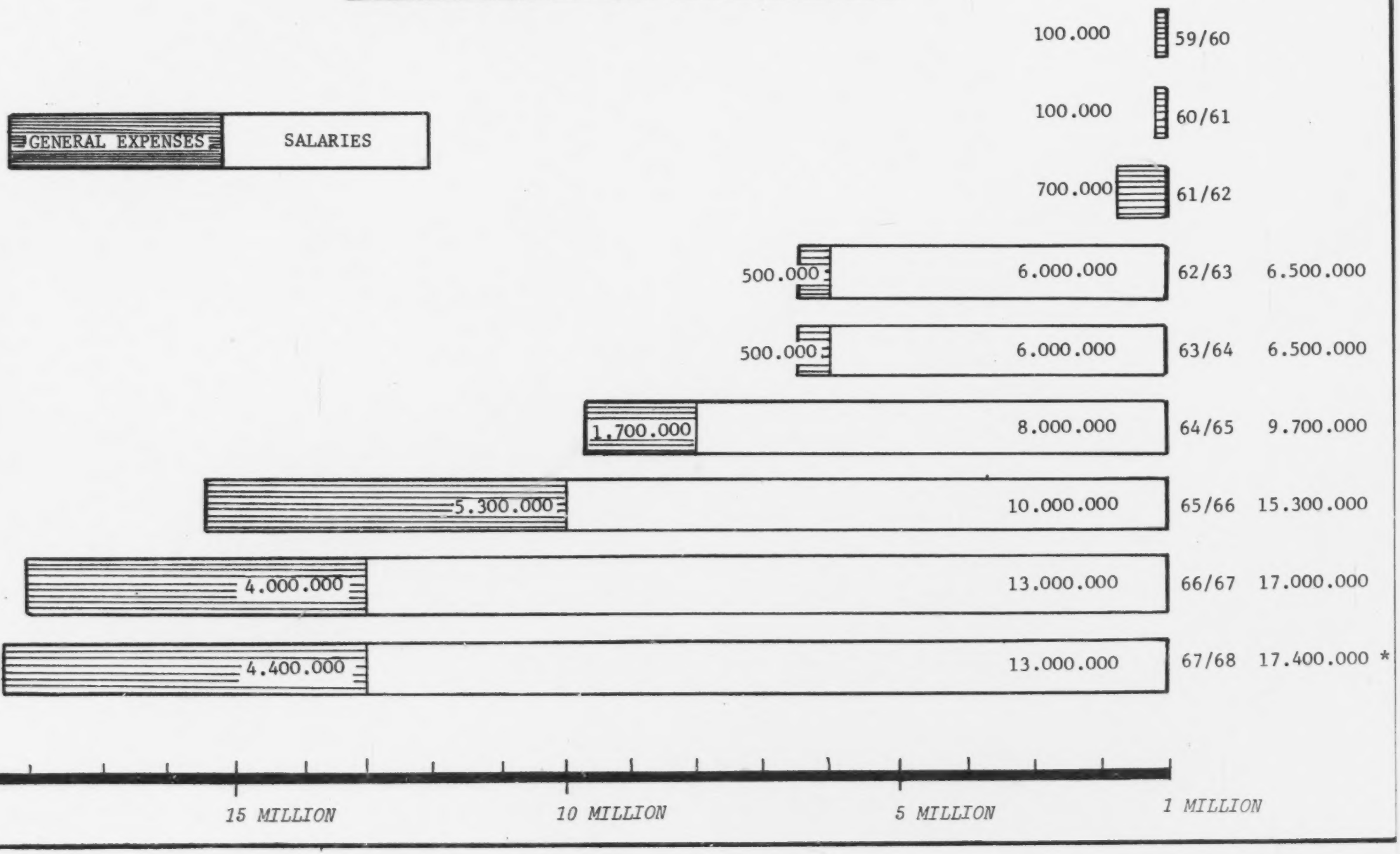
THE GROWTH OF NUMBER OF PUPILS IN VOCATIONAL SCHOOLS

1959/60 - 1969/70



THE BUDGET OF THE CENTER FOR CHILDREN IN NEED OF CULTURAL NURTURE FOR 1959/60 - 1967/68 (IN I.L.)

EQUIPMENT AND SALARIES (TEACHERS AND COUNSELORS)



$ 1 = I.L. 3.5

ITEMIZED BUDGET OF NURTURINC ACTIVITIES IN POST-PRIMARY EDUCATION (IN I.L.)

FOR THE YEARS 1966/67 - 1969/70

A. SUMMER SCHOOLS 8th GRADE GRADUATES, (TEACHERS' SALARIES)	*1966/67*	40.000
	1967/68	100.000
	1968/69	100.000
	1969/70	
B. AID FOR SCHOOLS IN DEVELOPMENT AREAS	*1966/67*	369.000
	1967/68	383.000
	1968/69	500.000
	1969/70	500.000
C. TEACHERS' EDUCATIONAL COUNSELORS	*1966/67*	51.000
	1967/68	51.000
	1968/69	67.000
	1969/70	75.000
D. AUXILARY LESSONS	*1966/67*	435.000
	1967/68	435.000
	1968/69	435.000
	1969/70	462.000
E. WORKSHOPS IN BIOLOGICAL INSTITUTES	*1966/67*	56.000
	1967/68	56.000
	1968/69	56.000
	1969/70	56.000
F. DAILY NURTURING GROUPS	*1966/67*	460.000
	1967/68	493.000
	1968/69	600.000
	1969/70	700.000
G. TUTORING	*1966/67*	
	1967/68	
	1968/69	500.000
	1969/70	600.000
H. PRE ACADEMIC STUDIES FOR STUDENTS OF ASIAN-AFRICAN ORIGIN	*1966/67*	130.000
	1967/68	250.000
	1968/69	250.000
	1969/70	250.000

TOTAL	
1,541,000	1966/67
1,768,000	1967/68
2,508,000	1968/69
2,743,000	1969/70

100.000 500.000 700.000

ISRAEL REPLY
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PART C: IDENTIFICATION OF SPECIFIC PROBLEMS

PART C: IDENTIFICATION OF SPECIFIC PROBLEMS

Concerning Part C of the questionnaire, we have not been able to provide the details requested. This is due to the fact that some of the categories are irrelevant to the situation in Israel, as well as to the fact that no statistical data is available which is pertinent to many of the questions. To gather this important data, a number of surveys would have to be conducted for which neither the funds nor the time are available as yet.

Some of the categories are also too inclusive, so a given category asks for information related to a number of independent disadvantages, while only one or two of those subcategories are applicable to the Israeli situation. Thus, answering the questionnaire in the requested form would cause the distortion of the true picture of causal relationships of the educational situation in Israel. We have attempted, however, to present all of the available information related to the different categories in the questionnaire. In some cases modifications of the items were introduced.

The outline of the questionnaire has been followed in the answer.

Column I. Rank within group.

Some of the sources of disadvantage are irrelevant to Israel:

B. Family way of life--0, except for item 3 (ranked 4)

D. Place of residence.
items 1,4--0
item 2 -- sub-urban, low standard dwelling (ranked 2);
In Israel this refers to slums in the metropolitan areas.
No caravan or makeshift homes are known in Israel.
item 3 -- rural (ranked 1): Refers to villages, mainly inhabited by new immigrants. No scattered-hamlet dwelling exists in Israel.
item 5 -- not relevant, except for a small nomadic Beduin population (20,000 people, 1.2% of the total population) who are in the process of settling down.

F. Health and nutrition of the pupil--0.

Column II. Approximate percentage school population involved.

The information presented in this part is taken from the statistics of the general population, with the assumption that the distribution of occupations, material conditions, etc. among parents of school-age children is the same as the distribution of the whole population in a given country.

A. Occupation of parents.

71.6% of the persons engaged fall in the category of employees.
25.3% of the female working population are mothers.

Breakdown of the employees by sectors (percentages)*

Sectors	Male (%)	Female (%)	Total (%)
Services	23.9	56.2	33.6
Communications and transport	9.4	2.6	7.4
Commerce, banking, insurance	13.1	14.9	13.6
Electricity, water, sanitation	2.9	0.5	2.2
Construction	9.5	1.1	7.0
Industry	30.9	17.9	27.0
Agriculture	10.3	6.8	9.2

* The 1968 statistical yearbook.

C. Material conditions of home.

1. Over-crowded accommodations (ranked 1).

Density of dwelling, by country of origin and time of immigration to Israel.*
(in percentages)

Number of people per room	Country of origin	Time of immigration	
		before 1947	since 1948
4+	Asia-Africa	5.2	7.6
	Europe-America	0.5	1.0
3 - 3.99	Asia-Africa	11.9	13.1
	Europe-America	0.8	1.4
2 - 2.99	Asia-Africa	32.1	31.2
	Europe-America	10.9	15.0
1 - 1.99	Asia-Africa	43.1	41.3
	Europe-America	60.2	64.9
less than 1	Asia-Africa	7.3	6.8
	Europe-America	27.6	17.7

* The 1969 statistical yearbook.

Density of dwelling, by size of residential area*

Number of people per room	size of the settlement (a)	percentage of households
4+	small	19.7
	large	8.4
3 - 3.9	small	14.4
	large	8.2
2 - 2.9	small	25.5
	large	22.6
1 - 1.9	small	33.9
	large	38.8
less than 1	small	7.0
	large	12.0

(a) small settlement: up to 5,000 people.
large settlement: more than 5,000 people.

2. Low family income.** (ranked 2)

Monthly expenditure per capita (housing excluded) was as follows:

Afro-Asian origin: 54 I.P. (Israel Pounds)
European-American origin: 163 I.P.

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* The 1961 population census.
** The 1968 statistical yearbook.

Monthly expenditure per capita, by family size*

number of people in the family	expenses in Israel pounds
6 or more	43
5	69
4	100
1	193

In urban areas the expenditure of large families (6 persons and more) outgrew their income.

3. Inadequate sanitation and utility services (marked 4)

88.2% of the households had a toilet in the house.
11.1% had their toilet in the yard.
1.0% had no toilet.
83.9% of the households had their own bathtubs.
8.5% had no bath or shower.
88% of the households had a private kitchen.
57.1% of the households owned a refrigerator.

Looking at the situation among Afro-Asian households separately, the picture was somewhat worse:

23.9% of the households had toilets in the yard;
2.2% had no toilets. 17.0% of the households had no bath or shower (twice the national percentage).

D. Place of residence.

1. Urban areas in Israel do not exactly fit into the category of density dwelling and low standards of living.

66.4% of the population is located in the metropolitan areas.
15.8% in other urban areas.

3. Rural (ranked 1).

17.8% of the population is located in rural areas. The breakdown by size of settlement is as follows:

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*The 1968 statistical yearbook.

Large settlements - 5.9% of the population.
Small settlements - 2.7% of the population.
Villages (moshav) - 4.5% of the population.
Kibbutz (collective farms) - 3.0% of the population.

E. Cultural context of home.

1. Impoverished level of first language competence (marked 2). According to the 1961 census, 12% of the Jewish adult population (156,000)* were illiterate. The illiteracy rate among males was 7% and among females 17%. In some immigrant villages the illiteracy rate was as high as 30%. The overall rate of illiteracy in 1961 was 15.9%.

Rates of illiteracy: breakdown by country of origin

country of origin	Total %	female %
Asia-Africa	86	70
Europe-America	11.3	69.7

These figures represent those who are wholly illiterate; we are not able to furnish the figures related to other degrees of language impoverishment.

2. Cultural or linguistic alienation (ranked 3).
The percentage of Hebrew speaking people decreases with age.

age group	Hebrew speaking %
15-29	96.8
30-44	88.1
43-64	73.5

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*As compared with 52% of the Arab adult population (69,000).

Parents of school population fall mainly in the (30-44) age group with some percentage of parents of primary school children in the first group and some parents of secondary school children in the (43-64) group.

Among the immigrants only 64.2% use Hebrew as their sole language.

3. Impoverished cultural activities: according to a survey conducted by the Central Bureau of Statistics,* 50.7% of the population (age 14 and up) read at least one book during that month (47.3% males, 54.2% females). 79.6% of the population read a daily newspaper (86.8% males, 72.5% females). 92.6% of the population listened regularly to the radio (93.5% males, 91.8% females).

Listening to the radio, by country of origin

Israel	25.0%
Asia-Africa	33.6%
Europe-America	40.5%

The reading of books and newspapers as well as listening to the radio was found to decrease with age, the 18-29 age group ranking highest.

Reading of newspapers and books and listening to the radio by age and sex (percentages)**

age	newspapers		books		radio	
	male	female	male	female	male	female
18-29	92.9	77.4	58.5	67.2	95.1	96.7
30-44	86.5	69.8	38.2	42.3	92.3	92.8

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* January 1969.
** Central Bureau of Statistics, survey, January 1969.

In spite of the encouraging data, the subcategory of "impoverished cultural activities..." is still ranked as the major disability under Section E. This is due to the fact that for a large segment of the Israeli population, cultural impoverishment is specifically felt in the area of parent-child interaction, namely, intellectual stimulation, availability of books and educational toys in the house, the time spent in cultural activity, etc.

G. Social Conditions of the school.

1. Homogeneously low socio-economic level of the pupil intake (marked 1). One third of the primary school system belongs to this category. An additional 15-17% of the school population form a somewhat heterogeneous group mainly of low socio-economic level. This group is eligible for all the educational services given to the first group.*

2. Alien culture of teaching staff. As explained in Part A of the report, in Israel the differences among segments of the population are more along the lines of country of birth than purely socio-economic status.

Distribution of teachers and pupils, by country of origin.**

country of birth	pupil (%)	teacher (%)
Israel	9.1(a)	43.5
Asia-Africa	59.3	17.6
Europe-America	31.6	36.6

(a) Only those whose father was also born in Israel.

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* For further information regarding these two groups, consult Part A of the questionnaire.

** The 1967 statistical yearbook.

	Rank within group	Approximate % school population involved
A. Occupation of the parents		
1. Manual, unskilled job of parent	1	.....
2. Manual, semi-skilled job of parent	3	.....
3. Low-grade, clerical work of parent	5	.....
4. Full- or part-time work by mother	5	.....
5. Unstable occupation, unemployment, etc.	2	.....
B. Family way of life		
1. Prolonged or repeated absences of head of family	0	.....
2. Parents absent during after-school hours	0	.....
3. Disrupted or disturbed family life	4	.....
4. Parental occupation at home, by night, etc.	0	.....
5. Child placed with relatives, adopted, etc.	0	.....
C. Material conditions of home		
1. Over-crowded accomodation	2	.....
2. Low family income (or insufficient means of subsistence)	1	.....
3. Inadequate sanitation and utility services and unsound habitation	4	.....
4. Labour by the pupil in economic support of the home	5	.....

	Rank within group	Approximate % school population involved
D. Place of residence		
1. Urban, high population - density dwelling	0	.....
2. Sub-urban, concentrated, low-standard dwelling (e.g. caravan or makeshift homes)	2	.....
3. Rural, scattered-hamlet dwelling	1	.....
4. Isolated and relatively inaccessible dwelling	0	.....
5. Nomadic or migrant groups in very temporary residence	0	1-2%
E. Cultural context of home		
1. Impoverished level of first-language competence	2	.....
2. Cultural or linguistic alienation of the family from the indigenous community	4	.....
3. Impoverished cultural activities of the parents	1	.....
4. Low aspiration of parents for child	5	.....
5. Apathetic or antagonistic attitude of the parents towards the school	0	.....
F. Health and nutrition of the pupil		
1. Low nutritional level	0	.....
2. Ill-health arising from prevalent diseases	0	.....
3. Ill-health arising from unhygienic practices in the home	0	.....
4. Fatigue arising from excessive labour or distance from school	0	.....
5. Inadequate socio-medical services available to home and school	0	.....

	Rank within group	Approximate % school population involved
G. Social conditions of the school		
1. Homogeneously low socio-economic level of the pupil intake	..1...	.....
2. Alien culture of teaching staff, drawn from higher socio-economic groups	..5...	.....
3. Cultural and practical isolation of the school from the parental community	..4...	.....
4. Inadequate pre-school (a) facilities and provision(b) for extra-curricular activities	(a) 2 (b) ..3...	.....
5. Rigid school programs, methods, promotion system	..3...	.....

ISRAEL
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PART B: ANNOTATED BIBLIOGRAPHY

ADAR, Leah

Darkhey hora'a shel morim miztaynim be-vatey ha-sefer te'uney ha-tipu'ah; duah mehkar (Outstanding teachers in schools for children in need of cultural nurture; report on research project). By Leah Adar, Rachel Ben-Yishay and Yehudit Wolf. Jerusalem, School of Education of the Hebrew University, 1969. 54 p.

The aim of the study is to analyze teaching practices used by a small group of highly effective teachers, in grades 6-8 of schools for culturally deprived children. The group of effective teachers was selected by applying a double criterion: (a) evaluation by principals, and (b) by student achievements. A control group of teachers was randomly selected. Observations were conducted during 12 lessons taught by each of the effective teachers and during 2 lessons for each of the control teachers. The verbal interaction during the lessons was fully recorded. Analysis of the records was performed with regard to the following aspects of teaching: motivational practices, teachers' reactions to students' errors, enrichment practices, teachers' attitudes to students' cultural and social background, amount of repetition and drill, use of audio-visual aids, amount of students' spontaneous contributions, the tempo of the lesson, explanatory sequences in the lesson and their structure, and finally, the forms of thinking elicited by the questions posed by the teacher. The comparison of the effective teachers with the control teachers showed two significant findings: effective teachers ask more thought provoking questions and they use more positive rewards for pupil responses in the class.

...ha-hinukh le-'arakhim be-vatey ha-sefer li-yladim 'Olim (Education for values in schools for immigrant children) by Lea Adar and Haim Adler. Jerusalem School of Education of the Hebrew University of Jerusalem, 1965. 153 p.

The aim of this research project, sponsored by the School of Education and the Dept. of Sociology, was to investigate the means through which, and the extent to which the elementary school in Israel transmits the value-system of the absorbing society to new immigrant children. 20 eighth-grade classes (age 14) in immigrant communities and six control classes in veteran communities were used. Both content and method of value-transmission were investigated by class-room observations, while students' attitudes were measured by questionnaires and interviews. The following values were examined: citizenship, nationalism, religion, interpersonal relations, inter-group relations, work, leisure-time and study activities. Parallels were found between the degree of attention given by the school to the different value-areas and the student's attitudes in these areas. The research showed neglect on the part of the schools in several of the value areas.

DIEL, S.
Yediat ha-keria be-khitot alef te'unot tipu'ah (Reading ability in the first grade f classes in need of cultural nurture). Megamot, vol. 15, no. 4, 1968. pp. 345-356.

tudies conducted in the 1950's show that over half the culturally deprived pupils in srael were unable to read on completion of the first grade. To estimate the improvement n the instruction and attainment of basic reading skills since then, three identical ests (word recognition, sentence recognition and paragraph comprehension) were admin- stered to a similar sample. Comparison of the results revealed that the general reading tandard at the end of the first grade was higher, especially in mechanical reading. The reatest relative progress was achieved in comprehensive reading, although the under- rivileged had not yet reached a satisfactory level. Some possible reasons for this mprovement are: better teachers, increased emphasis on teaching reading in first grade, ew and improved teaching methods and readers, smaller classes and family concern that heir child should succeed in school.

LER, Haim
Beyt ha-sefer ha-tikhoni ke-gorem selektivi mi-behina hevratit ve-hinukhit (The aca- emic secondary school as a selective cause from the social and educational aspect). erusalem, Hebrew University, 1966, 2 vols.

his Ph.D. thesis researches the secondary school as a selective factor, from a social nd educational point of view. Statistics on the Israel high-school population show hat about one-half of the students enrolled in the first form drop out before completing heir studies. Several studies of this problem have tried to explain the reason for chool leaving in terms of static variables such as lack of intellectual ability and/or ocio-economic barriers. This study shows that other factors may be equally significant n accounting for the selection process, such as: the abruptness in the transfer from he elementary to the secondary school, unrealistic aspiration as to the mobility channels pened by secondary education, and home environments not conducive to intellectual effort. o test these hypotheses, a questionnaire was administered to all academic type secondary chool students in Jerusalem in the first, second, and third grades, in all about 1,000 upils. Six months later, a study was made of 150 of the students who had dropped out f school in the meantime. A comparison of the school leavers with the students remaining n school validated the approach of the research.

BILSKY-COHEN, Rachel
A partial progress report on the experiment in the use of creative movement as a tool for intellectual development of culturally disadvantaged children. Jerusalem, NCJW Center for Research in Education of the Disadvantaged, School of Education, Hebrew University, 1970. 10 p.

This report is a partial summary of the results of a pilot study.

DAVIS, Daniel J.
Home environment and the intellectual performance of the child; progress report. By Daniel J. Davis and Judith Kugelmass. Jerusalem, NCJW Center for Research in Education of the Disadvantaged, School of Education, Hebrew University, 1970. 31 p.

____. The behavioral manifestations of teacher's expectations; progress report. By Daniel J. Davis and Gillah Levin. Jerusalem, NCJW Center for Research in Education of the Disadvantaged, School of Education, Hebrew University, 1970. 29 p.

This project is an attempt to detect the behavioral manifestation of a teacher's expectations of his students. A sample of teachers were observed in the classroom; their interactions with individual students rated; differences were determined in behavior toward children for whom positive expectations were induced as opposed to children for whom no expectations were induced. The basic hypothesis is that a change in expectations on the part of a teacher towards a student results in a corresponding change in behavior towards a student, which in turn effects the performance of the student. No significant results were found in the number of interactions in either of the classes, although there were slightly more interactions with the experimental children so that the combined result is not significant. The results of the present study demonstrate a relationship between teacher's expectations and her behavior in terms of number of recognitions. Future work will be concerned with the relationship between teacher's expectations and the affective components of her behavior.

FEITELSON, Dina
Beyt ha-sefer u-veyt ha-horim. Mahadura sheniya (The school and the Home. 2nd ed.). Jerusalem, Ministry of Education and Culture, 1969. 95 p.

There is a growing interest in Israel in school-home relationships. To examine the present state of school-home cooperation, twenty schools for the culturally deprived and twenty schools in middle class neighborhoods were surveyed: the physical conditions of the school, the principals' views on their roles in developing relations with the home, the school and neighborhood, celebration of

the holidays, exhibitions as a means of bringing the school closer to the home, involving the homes in the learning programs developed in the classroom, the teachers and new pupils, the school nurse and her role and visits to the home. As an outcome of the survey, guidelines were formulated for developing contacts between the school and the home: coordination of goals and values set by home and school; encouraging polite and respectful behavior towards teachers, parents and adults in general; strengthening the pupil's self-confidence by praising his family's cultural background; encouraging parents to bring their problems to the attention of the school staff and to participate in school activities.

____. The effects of heterogeneous grouping and compensatory measures on culturally disadvantaged children in Israel. By Dina Feitelson and Sylvia Krown. Jerusalem, Hebrew University, 1968-69. 2 v.

Progress report 1967-68.
Progress report 1968-69.

These reports, submitted to the U.S. Dept. of Health, Education and Welfare, describe the objectives and opening stages of the research project. The main purpose of the study is to investigate whether privileged peers can serve as an enriching program for culturally disadvantaged pre-school children. Four pre-schools for three-year-olds were established - in three of these one-third of the pupils were selected from low income, culturally disadvantaged families, while the remaining two-thirds were from middle-class intellectual homes, and in the fourth all the pupils were from low income culturally disadvantaged homes. The same compensatory measures are applied in all four pre-schools. The program stressed the use of equipment by the children, developing of body image and the establishment of self-identity. These reports review methods used in teacher preparation and orientation, cooperation with local agencies, testing processes and data collection.

LOMBARD, Avima D.
Home instruction program for pre-school youngsters; report. Jerusalem Center for Research in Education of the Disadvantaged, School of Education, Hebrew University, 1970. 39 p.

The primary objective of this research is to examine the effects of a highly structured sequential program on the intellectual and social development of socially disadvantaged young children. The program is designed to engage the children, in pre-kindergarten through grade one, in short, daily lessons throughout the school year. The effects of this program are being examined with two major variations. In one case the program is

administered by the mothers of the children in their homes under the guidance of non-professional indigenous aids, while the other group of children is taught by their nursery school teachers using the program in the regular pre-school classroom setting. A comparison of the effects of these variations will allow the evaluation of the second objective the comparison of the intervention program when the matrix of instruction is in the home as against the school and is administered by non-professional aids as against professional teachers. This report, published during the first year of the project, describes the content and organization of the instructional program, the selection of the staff and pupils, and the techniques to be applied in the future to study the effects on the attitudes of parents, aids, and the local community.

MINKOWITZ, Avraham

Derakhim be-hamhasha u-fe'ilut be-hora'at ha-heshbon. Du'ah mispar 2 (Sensory-aids and activities in teaching arithmetic. Report no. 2). Jerusalem, School of Education of the Hebrew University, 1966. 65 p.

This study, carried out with the support of the U.S. Office of Health, Education and Welfare, is a four year project, aimed at investigating the following problems: (1) The nature of the child's readiness for numerical and spatial operations, its implications for curriculum construction, and methods of teaching arithmetic in the lower grades of elementary school; (2) The importance of concrete manipulations with various kinds of material for the development of operational thinking and for the acquisition of mathematical concepts and relationships; (3) The relative merits and shortcomings of the structural environmental approaches in teaching arithmetic to children from normal homes and from culturally deprived backgrounds. Two samples were chosen for this study, sample A consisting of children from normal homes in first grade and sample B consisting of culturally deprived children. The samples were divided into several sub-groups, each of which was exposed to one of the different methods of instruction. At this stage of the study only a part of the data (that of the first grade) has been analyzed. The tentative conclusions are as follows: (1) The child's mathematical readiness on his entrance into school seems to be a composite of his experience at home and in the kindergarten. In comparison with children from normal homes, culturally deprived children show a considerable inferiority in their readiness for "operational" thinking, but not for simple skills and "intuitive" relationships. (2) Achievement in arithmetic is a function of the initial readiness of the child, the level of his general intelligence, the methods of instruction to which he had been exposed and the quality of his teacher. The latter factor is more crucial for culturally deprived children. (3) The new teaching approaches emphasizing understanding and the discovery of relationships by the manipulation of proper materials are superior to the traditional approach in all respects. (4) Children

in lower grades, both culturally deprived and from normal homes, are capable of absorbing a wider scope of subject matter and of operating on a higher level of abstraction than has been assumed by the traditional approaches. (5) The initial gap in mathematical readiness between normal and disadvantaged children continues to prevail if both are exposed to the same treatment. However, the progress of culturally deprived children resulting from the new approaches is so prominent that their achievements supersede in many respects those of normal children who are being taught by traditional approaches.

____. Ha-Talmid te'un ha-tipu'ah; be'ayot, diagnosa, etiologiya ve-shikom (The pupil in need of cultural nurture; problems; diagnosis; etiology; and rehabilitation). By Avraham Minkowitz. Jerusalem, School of Education, Hebrew University and Ministry of Education and Culture, 1969. 134 p.

A textbook, published in Hebrew, shows the awakening interest in the problem of the culturally disadvantaged and its place in educational thought. It encompasses the main symptoms and suggestions for solution. The author differentiates between the term "culturally disadvantaged", which suggests the etiology of the symptoms, and the Hebrew term "teune tipuah" (in need of cultural nurture), adapted by the Ministry of Education and Culture, which stresses a practical and positive approach for treatment.

ORTAR, Gina

An analysis of mothers' speech as a factor in the development of children's intelligence. By Gina Ortar and Hanna Carmon. Jerusalem, Hebrew University, School of Education, 1969. 111 p.

This is a report of the first completed stage of a research project aimed at analysing the mother's verbal behaviour with her young child, which is assumed to have great impact on the intellectual development of the child. In addition to the usual analysis concerned with length of sentence, type-token ratio, etc., the mothers' utterances were classified according to the quality of impact which a given element of speech presumably has on the child's verbal development. Three aspects of speech have been rated on a continuum of beneficial-conventional-insufficient-harmful. These aspects are: relevance of content to the situation; sentence structure; expansion of words through the sentence. The analysis was done separately for the speech directed at the one-year-old child and the three-year-old child. The results were computed according to the ethno-cultural background of the mothers; of the 22 variables of speech computed, 20 showed differences in favour of mothers having a European background and thus better education (as opposed to mothers of Oriental backgrounds). These mothers (of European background) mentioned more causes and consequences of behaviour, amplified the child's ideas and defined his behaviour and inner state more often, used more clauses or indirect speech, and corrected the child's

sentence structure. However, the obtained results have no bearing on the readiness and ability of the mother of low-socio-economic background to change her verbal behaviour in the desired direction. An ongoing experiment seems to indicate that this readiness is correlated with the mother's intellectual level.

_____. Shelosh 'essrey shenot seker; hessegey talmidim (Educational achievements as related to socio-cultural background of primary school graduates in Israel). Megamot, vol. 15 no. 2-3, 1967. pp. 220-230.

The results of a general achievement test given each year since 1955 to all primary school graduates in Israel are analyzed. The two principal environmental factors affecting achievement were found to be the father's country of birth and his level of education. Differences between two groups of different countries of origin (European vs. Oriental) were smallest when the content and form of the questions were similar to what had been taught at school. When the test demanded an approach or knowledge not explicitly imparted in class then differences were more pronounced.

SMILANSKY, Moshe
Identification and intellectual advancement of gifted culturally disadvantaged youth in post-elementary education. Jerusalem, H. Szold Institute, 1966. 134 p.

A program, carried out by the Szold Institute in collaboration with the Ministry of Education and Culture, for pupils showing the ability to progress in academic and vocational studies at a high level, but whose family, social and economic backgrounds do not permit optimal development. The pupils with a high achievement level in the "Seker" (National Scholastic Survey) examination held in eighth grade were sent to a good boarding school, with conditions similar to those of well established families, which provided for additional lessons in the afternoons and evenings. Compared with control groups, the first graduating course shows a very low dropout rate and a high degree of success in matriculation examinations. The residential school carefully guarded the contact between the children and their parents, trying to prevent any possible estrangement.

_____. Merkaz ha'ashara azori li-yladim te'uney tipu'ah ba-kitot ha-gevohot shel beyt ha-sefer ha yessodi (Regional enrichment centers for disadvantaged children in the upper grades of elementary school). Megamot, vol. 14 no. 1-3, 1966. pp. 200-212

Regional enrichment centers were established for the more gifted children of culturally deprived schools in grades 6-8. A research project was carried out to examine the scholastic and cultural advancement of the pupils attending these centers. A variety of courses were offered, after regular school hours and during summer vacations, and as a result, considerable improvement was noted in achievement as well as a rise in I.Q. This shows that even in adolescence, positive changes can be obtained, thus multiplying prospective secondary school students.

SMILANSKY, Sara
Pitu'ah kosher intellektuali shel yeladim te'uney tipu'ah be-emza'ut mishak sozio-deramati. Jerusalem, Henrietta Szold Institute, 1969. 192 p. Also published in English under the title: The effects of sociodramatic play on disadvantaged pre-school children. N.Y., J. Wileg, 1969.

In the author's opinion culturally deprived children lack the ability to relate between their experiences, to think in sequences, to concentrate, and to develop an idea to its logical conclusion. Observation has shown that culturally deprived children engage less in socio-dramatic play than normal children. Here an attempt has been made to help underprivileged children acquire these skills through socio-dramatic play in nursery school. The kindergarten teacher intervened: (a)indirectly, by providing suitable raw material for the games; (b) directly, by instructing the children in the technique of the game; (c) by a mixed, direct and indirect method. Each of the three experimental groups of underprivileged children was given a six-week course of treatment employing one of these methods. It was found that the standard of socio-dramatic play of the group that received the direct treatment had improved and even more so that the standard of the group that had received the mixed treatment, but no improvement could be noted in the group that was given only the indirect treatment. Hence, it appears that the culturally deprived child must first be acquainted with the technique of socio-dramatic play, and given guidance can be stimulated to play more imaginatively and perhaps think more abstractly too.

MINISTRY OF EDUCATION AND CULTURE
Assor Le-Mif'aley Tipu'ah (Cultural Nurture - A Decade of Education Activities), Editors: S. Adiel, G. Bergson, E. Rokeah, A. Stahl. Jerusalem, 1970. 183 p.

This book tells of the cultural nurture educational programs undertaken by the Ministry of Education and Culture. It describes the various ways in which the Ministry tried to provide children in need of cultural nurture with the best possible opportunities for overcoming their difficulties and achieving their maximum potential.

The book is divided into five parts: General; Primary Education; Post-primary Education; Research Projects; Bibliographies (2). Two tables give budgetary information.

———. Yisra'el. Misrad Ha-Hinukh Ve-Hatarbut. Ha-Merkaz Le-Mosdot Hinukh Te'uney Tipu'ah. 'Emdot Morim le-mikra'ot li-yladim te'uney tipu'ah; Seker Mikra'ot 1969. Buza' al-yedey J. Gottholdt (Teachers' attitude towards readers for children in need of cultural nurture; a survey of readers for 1969. Carried out by J. Gottholdt). Jerusalem, 1970. 40 p.

This survey was sponsored by the Ministry of Education and Culture to check the efficacy of the readers written especially for culturally deprived pupils and to determine what

changes should be made after having used these readers in practice.* All in all teachers responded positively to the new readers and were satisfied with the material presented. However, they wanted more extensive teachers' manuals to accompany the readers, explaining the new methods used and adding more exercises.

———. Yisra'el. Misrad Ha-Hinukh Ve-Hatarbut. Ha-Merkaz Le-Mosdot Hinukh Te'uney Tipu'ah. Ha-mikra'a le-vatey sefer te'uney tipu'ah (Israel. Ministry of Education and Culture. Center for Schools for children in need of Cultural Nurture. Reader for schools for children in need of cultural nurture). Jerusalem, 1966. 116 p.

The Ministry of Education and Culture sponsored a program to adapt readers to the requirements of culturally deprived children. The program is carried out on two levels: (a) a long-range scientific project undertaken by a university group, and (b) writing of readers by experienced teachers of culturally deprived children. This is a collection of articles dealing with the different aspects of the project, such, as a comparison of readers from various countries and folklore of Oriental communities to be included in the readers.

———. "Hinukh Ve-Tarbut". Be-tokh: Mizug Galuyot; Yemey iyyun ba-universita ha-'ivrit bi-Yerushalayim ("Education and Culture". In: The integration of immigrants from different countries of origin in Israel; a symposium held at the Hebrew University on Oct. 25-26, 1966. Jerusalem, Magnes Press, Hebrew University, 1969. pp. 15-48.

Two lectures, followed by discussions, on the problems created for the educational system as a result of the influx of the great number of immigrants from culturally different countries. Their failure in the existing schools did not seem to be caused by their low socio-economic status alone, but by the character of Israeli schools, its curriculum based on a different value-system, and by the structure of its educational system as well. These conclusions were reached by researchers over the past 15 years.

The Ministry of Education, realising that changes will have to be made in order to eliminate the widening of the gap among the population, searched for solutions by:

For details of the project see: Reader Schools for Children in Need of Cultural Nurture. Israel Ministry of Education and Culture. Center for Schools in Need of Cultural Nurture. Jerusalem, 1966.

1) Selecting the gifted and giving them special training.
2) Providing for enrichment in organizing homogenous classes in 3 basic subjects.
3) Reforming the structure of the elementary school from eight to six years, thus, gaining three years of intermediate schooling which will provide for an additional year of study for all, furthering cultural integration, and prepare the pupils for further study according to abilities and interest in secondary or vocational schools.

TEL-AVIV UNIVERSITY, Department of Educational Sciences.
Post-Primary School Fostering Project (NETA); summary report of Project's first two years. By M. Smilansky. Tel-Aviv University, 1970, 11 p.

Project NETA is a six-year project whose aim is to suggest a curricula suitable for instructing culturally deprived pupils in an integrated education system. It is being funded by the Ministry of Education and Culture and the Bernard Van Leer Foundation. The findings are planned to be used in the intermediate grades, newly established by the reform of the education system.

During the first two years, the Project crystallized its aims and prepared activities and teaching materials for 7th grades in subjects and areas not within the regular curricula.

Its basic pedagogical principles emphasize stimulating interest by varied means, raising reading comprehension, and organizing learning experiences into patterns which are readily given to application and evaluation.

Experimental teaching units were developed for the following fields: history, biology, literature, written and oral expression, English, bible, intellectual exercises - verbal and non-verbal, and newspaper reading. Independent learning, group work, and experimentation are stressed within the units. Complementary parent-education sessions are also planned.

The project stresses the importance of encouraging the gifted among the culturally disadvantaged pupils and hopes to help them adjust to higher standards more worthy of their potentials.

Evaluations of the Project's program by NETA members, teachers, and also by observations and pupil achievement tests are as of yet inconclusive. They do, however, form a basis for sociological and achievement level comparisons, judging material suitability, and further clarify the Project's goals.